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ABSTRACT

This guide for teachers, counselors, and administrators presents a comprehensive system for educational and job placement aimed at facilitating post high school transition. It emphasizes activities and services for educational placement and job placement and development of student skills leading to self-placement. Chapter 1 describes features of exemplary placement programs: a guidance and career preparation orientation; educational and job placement options; the planning, implementation, and evaluation processes; and community partnerships. Sample activities for implementing each element are listed. Chapter 2 recommends basic placement activities in four program categories: preparation for placement, educational and job placement, placement related to training, and evaluation. Fundamental placement activities are listed, and examples are given. Chapter 3 describes a planning process that will result in a comprehensive placement program tailored to local needs. It discusses basic strategies for assessing needs, setting objectives, identifying program activities, making staff assignments, carrying out plans, managing information, evaluating placement activities, documenting student placements, and following through for program improvement. It suggests process options for each step. A glossary precedes the introduction. The appendix includes a 23-item annotated bibliography of placement literature and sample forms for the placement process. (YLB)

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POST HIGH SCHOOL TRANSITION:

A PLANNING GUIDE FOR EDUCATIONAL AND JOB PLACEMENT

Developed for
THE MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban, and Supplementary Programs
PUPIL SERVICES BRANCH
through a grant provided by the
Division of Vocational-Technical Education

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Glossary

A Common Placement Vocabulary

The definitions offered in the glossary below are intended as operational definitions that will establish a common placement vocabulary for users of this guide.

Career Education - a systematic learning experience which provides students the opportunity to develop knowledge of the world of work and skills in the areas of self-knowledge, career decision-making and planning, and finding and keeping employment.

Community Partnerships - interactive relationships established between the schools and businesses, parents, or community organizations in order to further the placement program.

Competencies - the knowledge, attitudes, and skills required for success in a particular area.

Competency-Based Education - an educational program that identifies and measures the knowledge, attitudes, and skills essential for success in a given area or curriculum.

Comprehensive High School - a secondary high school with a broadly-based curriculum.

Comprehensive Placement Program - a school or district-wide placement program that includes coordinated educational and job placement services.

Educational Placement Services - services that facilitate student transition from one educational program to another.

Educational Placement Options - the range of educational activities or programs that are available to help students achieve career goals.

Essential Placement Elements - those features derived from the placement literature which are included in exemplary placement programs.

Evaluation - the gathering and analysis of qualitative and quantitative information in order to assess the effectiveness of the placement program.

Follow Through - the use of data gathered in the evaluation of the placement program or from a student follow-up survey to improve the placement services or, more broadly, the instructional program.

Follow-Up - the surveying of students after they have been placed in jobs or educational programs and the surveying of employers or educational institutions to document the success of the instructional program and placement services.

Job Development - the process of creating positions for students in paid employment or unpaid employment.

Job Placement Services - services that facilitate student transition from school to paid or unpaid employment.

Job Placement Options - the range of job opportunities available to students seeking employment.

Needs Assessment - the process of gathering information to determine the difference of what is and what ought to be as relates to placement services.

Placement Coordinator - the individual who has administrative responsibility for job and educational placement.

The Planning, Implementation, Evaluation Process - a model for educational programs that assesses needs and sets objectives before selecting activities, monitors activities as they are carried out, and evaluates program effectiveness.

Post High School Transition - the process of choosing further education or finding employment after high school.

Self-awareness - a knowledge of one's personal abilities, values, interests, and limitations.

Student Outcomes - measurable results of student involvement in placement activities.

Vocational Program - an instructional program designed to provide students with the skills for specific occupational areas or trades.

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INTRODUCTION

This guide, for teachers, counselors, and administrators, presents a comprehensive system for education and job placement aimed at facilitating post high school transition. It emphasizes activities and services providing for educational placement, job placement, and developing student skills leading to self-placement. It views placement as a desirable outcome of the educational system.

Schools are unique as social institutions because they are charged by society with the responsibility for providing students with the learning and socialization that will enable them to become productive, job-holding citizens. No matter how successful students are while in school, many seem to flounder in making the transition from school to further education or work. They are unable to match their abilities and interests with educational or job opportunities. The lack of success in finding a post high school slot is not surprising. Students face a very difficult job market and the payoff of educational opportunities is not always clear. Although schools place considerable emphasis on academic and vocational training for students while in school, typically little effort is devoted to teaching students to use those skills in making a transition to education or work. This guide will assist educators in laying the groundwork for that transition.

Overview of the Guide

The key to adequately preparing students for the next step after high school is a coordinated system of educational and job placement, and, in

most cases, schools lack such a system. Schools need a placement system which assesses student placement needs, sets objectives and develops activities which meet such needs, evaluates the effectiveness of the placement program, and uses feedback from the evaluation to improve the following year's program. Although many elements of educational and job placement exist in some districts, they frequently lack the cohesiveness and coordination that makes them effective. This guide will help educators to develop a comprehensive and coordinated approach, either by initiating a new program or by utilizing existing activities.

This guide recognizes a wide variability among districts in placement needs, settings, resources, and existing programs. It acknowledges that various districts choose different emphases for programs. For example, some districts will design activities that enhance student ability for self-placement while others will provide direct placement assistance to students. Regardless of the emphasis chosen, a strong commitment on the part of the district is essential for carrying out a quality placement program.

The guide's contents are relevant to administrators, counselors, and teachers in both vocational and comprehensive high schools. The guide may serve both as a planning tool and as a resource book.

Content Summary

The first chapter, Essential Elements of Placement Programs, describes the features of exemplary placement programs as identified from a review of the literature, namely: (1) a guidance and career preparation orientation, (2) educational and job placement options, (3) the planning,

implementation, and evaluation process, and (4) community partnerships. Sample activities implementing each element are listed.

The second chapter, Fundamental Placement Activities, makes recommendations on basic placement activities in four program categories: (1) preparation for placement, (2) educational and job placement, (3) placement related to training, and (4) evaluation. Fundamental placement activities are listed and examples are given.

The final chapter, Building Placement Programs: Selecting Alternatives, describes a planning process which will result in a comprehensive placement program tailored to local needs. It discusses basic strategies for (1) assessing needs, (2) setting objectives, (3) identifying program activities, (4) making staff assignments, (5) carrying out plans, (6) managing information, (7) evaluating placement activities, (8) documenting student placements, and (9) following through for program improvement. It also suggests process options for each of these steps.

A glossary providing definitions for a common placement vocabulary is presented before the introduction and the appendix includes an annotated bibliography of placement literature and sample forms for the placement process.

ESSENTIAL ELEMENTS FOR PLACEMENT PROGRAMS

The introduction describes a comprehensive placement program that provides educational and job options for all students. The core of such an exemplary program is comprised of four elements:

- a guidance and career preparation orientation
- educational and job placement options
- a planning, implementation, and evaluation process
- community partnerships.

The placement literature suggests that these elements are requirements for successful placement programs. This guide recommends including these features in placement programs because they provide the foundation that leads to effective placement. Each element can be built into a placement program in a variety of ways, giving individual schools many implementation options. The essential placement elements are discussed below, and activity examples for incorporating the elements into the placement program are suggested.

A Guidance and Career Preparation Orientation

Appropriate placements for students are built upon careful information gathering and decision-making by those students. Students can be prepared for such decision-making through the school's guidance, career preparation, and vocational education programs. These programs encourage students to take an active role in their own post high school transition and may enable some to develop the skill to find their own job or educational placements.

This guide recognizes that some counselors may assume a central role in school placement programs. Many counselors are already actively involved in counseling that facilitates students' career or college plans. Frequently, educational placement (e.g., assisting students with college

admissions) is the counselor's direct responsibility, while job placement is not. Currently, most counselors have only an informal relationship to job placement programs. Well-planned comprehensive placement programs should clearly define the counselor's placement role, as well as all other staff roles and responsibilities related to educational and job placement, as part of a total school concept of placement. Since the counseling staff often has had some experience with placement, and has both administrative and counseling skills, they might, at some sites, take a facilitating and coordinating role within the placement program. They might also act as resource persons or advisors to teachers who have placement responsibilities, and could assist students directly with developing self-awareness, identifying vocational interests and related careers, identifying personal strengths and rectifying weaknesses, career and educational planning, and decision-making. These activities are crucial to program success and tap skills that counselors already have.

During the 1970's, the concept of career education was widely accepted as a general educational goal. This concept provided for the integration of both the academic and vocational aspects of the school curriculum. Career education competencies were infused into the curricula of many school districts. Within the state of Maryland, several initiatives, including Project BASIC World of Work competencies, the use of secondary-level career and educational planning processes, and the Maryland State Department of Education's funding of career education projects, encouraged local school districts to offer career education. The logical outcome of secondary career or vocational education programs is educational or job placement. Thus, what is taught in the career or vocational

education is the foundation of a placement program. These areas of education should be complementary and at some points they are indistinguishable from one another. Activities which emphasize a guidance career preparation, or vocational education orientation, are listed below.

- Administration and interpretation of vocational/ interest inventories*
- Yearly student meetings with counselors for career and educational planning
- Job finding and keeping skills taught within the social studies or vocational curriculum by regular classroom teachers
- Holding of sessions that acquaint students with college or training program admissions requirements and availability of financial aid
- Counselors acting as resource persons or advisors for teachers with placement responsibilities

Educational and Job Placement Options

Many placement programs or activities are targeted at either vocational students entering the job market or students seeking admission to college. Since such activities focus on a specific audience, they leave other students without adequate placement services; for example, students in the regular high school program looking for jobs after graduation. The goal of a comprehensive placement program is to help all students in a school or district to explore both educational and employment options and to choose the alternative best matched to their abilities, interests, and needs. All students should be aware of available options and the decision-making process because they will most likely go through the placement process several times during adulthood. Many will change occupations and require additional training or education. The placement

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*Activities may be used to highlight more than one of the essential program elements at a time. This activity illustrates an example of providing educational and employment options.

experience gained during the post high school transition period should make later career changes easier.

To assist students in the consideration of educational and employment alternatives, administrators, teachers, and counselors must be familiar with the following range of educational and employment choices:

- four-year colleges, B.A., B.S. degree
- two-year colleges, A.A., A.S. degree
- community colleges, certificate programs
- post-secondary vocational-technical schools
- trade/business schools
- apprenticeship programs
- work-experience programs
- job training programs
- sheltered workshops or community programs for handicapped or special needs students
- military service
- part-time employment
- full-time employment
- unpaid/volunteer opportunities.

Staff need full information on the requirements for each educational or employment option, as well as the benefits each offers to students. They also must be able to match students with the opportunities that are best suited to them.

Incorporating educational and job placement options into a placement program can be done in many ways. Some suggestions follow:

- representatives from business, labor, educational institutions, and training programs present information at a career fair
- students take field trips to businesses, labor unions, educational institutions, or training programs
- counselors interpret interest inventories by highlighting both vocational and educational pathways
- students are involved in work-experience/volunteer opportunities
- students interview successful employees to find out the education and/or experience required for a specific job
- students interview with employers for jobs
- students interview with educational representatives
- students interview with labor union representatives
- counselors interpret results of college testing programs (e.g., SAT, ACT).

The Planning, Implementation, and Evaluation Process

Successful placement programs include more than a series of placement activities, chosen because they seem like a good idea or because they worked in the past. A lot goes on behind the scenes in a good program. Exemplary programs are systematically planned to meet the needs of the students who are to be placed. One educational model that uses systematic, needs-based planning is the planning, implementation, and evaluation process. Placement programs can be divided into three phases according to this model. During the first phase (planning), the need for placement services and the objectives of the program are established, and activities that help meet the placement objectives are selected. During the second phase of the placement program (implementation), student activities are carried out, monitored, and revised, if necessary. Finally, in the third phase (evaluation), the effectiveness of placement activities and student outcomes are measured against the original objectives. The information gained from the evaluation provides feedback for another planning phase when objectives may be changed and placement activities added or dropped in accordance with evaluation information. During the new planning phase, placement needs are again considered. Thus, the planning, implementation, and evaluation process becomes cyclical.

Some examples of activities which are part of the planning, implementation, and evaluation process are listed below.

- Conducting a student needs assessment.
- Using an advisory committee to set placement objectives.
- Gathering feedback from educational institutions and employers on students placed there.
- Conducting student follow-up studies after they have been placed for one or more years.

- Meeting with placement staff to decide which student activities need to be modified for the coming year.
- Carrying out the actual steps of the job placement process (i.e., ascertaining student interests and qualifications and matching them with job openings).

Community Partnerships

In order to launch a successful placement program, schools should join in a partnership with the broader community. Since placement requires students to move from the school into the wider community, communication and cooperation with several community subgroups are prerequisites for a successful program. A list of the groups which schools should consider for inclusion in the placement process follows:

- Employers
- Representatives from business organizations (e.g., Chamber of Commerce)
- Representatives from educational institutions and training programs
- Representatives from labor unions
- Representatives from youth-serving organizations (e.g., YMCA, Girl Scouts)
- Representatives from business-school partnership organizations (e.g., Industry Education Councils)
- Parents/representatives from parent organizations
- Representatives from other placement agencies.

Each of these community groups can be involved in the placement program in several ways; some suggestions are listed in Table 1.

There are several reasons for encouraging community involvement in the placement program. Many educators lack direct business experience and it is important for the schools to have first-hand, current knowledge about both business practices and employment opportunities. Students' expectations as well as their job and educational readiness must match the real world expectations if placement is to be successful. It is the responsibility of the school to provide students with information about the working

Table 1

Examples of Community Involvement in the Placement Process

Community Groups/Agencies	Involvement in Placement Process
Employers/Business Organizations (e.g., Union Trust Bank, General Electric Co., Chamber of Commerce)	• Job development • Expression of placement needs/expectations • Feedback on placement program • Field trips, job exploration, work experience
Educational Institutions/ Training Programs (e.g., Community College, Business School, Federal Job Training Program)	• Communication of educational program requirements/expectations • Information on financial aid • Feedback on placement program • Sharing of successful placement techniques/information
Labor Unions	• Job development • Expression of placement needs/ expectations • Communication of information about apprenticeships
Youth Serving Organizations (e.g., Girl Scouts, YMCA, 4-H)	• Publicity for placement • Complementary programming
Business/School Partnership Organizations (e.g., Industry Education Councils)	• Publicity for placement • Contribution of resources • Job development
Parents/Parent Groups (e.g., PTA)	• Publicity for placement • Job development • Identification of community resources • Serve as program volunteers
Placement Agencies (e.g., State Job Service)	• Complementary services/program • Sharing of successful placement techniques/information

world. Educators should be in contact with employers and other community groups who have current information. In the end, schools cannot carry out placement on their own; they need information both about preparing students for placement and about actual job openings. If community members are involved in the school placement program, they will work to help insure its success. Also, by gaining the cooperation of community agencies, schools can avoid duplicating the placement services of other groups.

Placement activities that involve representatives from community groups should be planned on a regular basis. Some ideas are listed below.

- Advisory committee meeting to select program objectives
- Surveying employers to identify placement needs
- Cooperative efforts with the state employment service to place students
- Obtaining feedback from educational institutions/programs on students placed
- Presentation to parents' group on school-based placement.

FUNDAMENTAL PLACEMENT ACTIVITIES

Four kinds of activities are included in comprehensive placement programs: (1) activities which prepare students for future employment, (2) activities which provide for general educational or job placement, (3) activities that place students specifically in jobs related to vocational training, and (4) activities that evaluate placement programs.

Preparation activities are sometimes offered in the regular academic, vocational, career education, or guidance program rather than in a placement program. General educational and job placement activities are appropriate for all students seeking employment or further education; they are the focus of a comprehensive placement program. Activities for placement related to training are intended for placement programs serving vocational students. Evaluation activities are required by vocational education regulations and are important to program improvement for every placement program.

This section first summarizes fundamental placement activities and then describes them in more detail.

Recommended Placement Activities

What activities are necessary to carry out a comprehensive placement program? It is recommended that the activities which develop skills and knowledge in the areas listed below be considered.

Preparation for Employment

- Self-Knowledge. Students should demonstrate the ability to gather, interpret, and apply information about themselves. They should illustrate understanding about their interests, abilities, and skills and the relationship of them to career planning and educational or job placement.

- Basic Skills. Students should demonstrate the basic academic and vocational skills necessary for employment. They should have the necessary reading, writing, and math skills as well as entry level vocational skills.

- Occupational Information. Students should demonstrate the ability to gather, interpret, and apply information about occupational categories, job options, employment trends, job requirements, and job openings.

- Educational Information. Students should demonstrate the ability to gather, interpret, and apply information about post-secondary educational options that further career goals, program requirements, financial aid, testing, and admission procedures.

- Decision-Making Skills. Students should demonstrate the ability to apply the decision-making process to placement decisions.

- Career Planning. Students should demonstrate the ability to make short and long-term career plans and to consider job and/or educational options that further career goals.

Educational and Job Placement

- Skills for Finding Employment. Students should demonstrate skills for finding employment such as resume writing, assembling a portfolio of evidence of achievement and work samples, interviewing behavior, telephone techniques, identifying job openings (e.g., from want ads, yellow pages, business directories, services or volunteer experiences), building personal networks for job finding, completing applications, and constructing their own jobs.

- Skills for Identifying Post Secondary Educational Programs. Students should demonstrate the ability to identify and choose appropriate educational and skills training opportunities. They should know how to apply to such programs.

- Job Maintenance Skills. Students should demonstrate knowledge of what is required for job maintenance including employer expectations, appropriate work attitudes and behaviors, communication skills (with peers and superiors), methods for updating work skills, and labor laws.

- Educational Success Skills. Students should demonstrate knowledge about insuring educational success. They should know what good study habits are and be able to identify the institutional services that support education success.

- Realistic Expectations about Placement. Students should demonstrate realistic expectations for placement.

Placement Related to Training

- A Working Relationship with the Business Community. A good relationship should be formed between the placement program and the business community through such activities as an advisory committee, publicity, and job development.

- Administer Placement Services Related to Training. The placement program should focus on placing vocational students in jobs related to their training; appropriate placement strategies should be used to insure this and staff should be knowledgeable about related legislation. Students should be trained in how to find jobs related to their training.

Evaluation

- Evaluating Program Activities. Placement service activities should be evaluated to determine whether they were effective in achieving stated objectives.

- Documenting Student Placements. Records should be kept of the educational or job placement status of school graduates. These placements should be reviewed to determine whether they meet program objectives.

- Following Through with Evaluation Results. The results of the evaluation should be used in planning for future activities.

Tables 2, 3, 4, and 5 describe fundamental activities for comprehensive placement programs in more detail.

Table 2

Suggested Preparation for Employment Activities and Examples

PREPARATION ACTIVITIES	EXAMPLES
1.0 Assist students in the following <u>self-knowledge skills</u>:	
1.1 Identifying personal interests.	• Guide students in discussing and interpreting interest inventory results. • Review with students school and extracurricular activities and personal and work experiences. Have them develop a profile or summary of interests.
1.2 Understanding strengths and weaknesses based on school performance or evaluation.	• Have students complete a chart that identifies courses taken and grades or performance evaluation. • Help students review scores of achievement and aptitude tests. • Help students review employer evaluations of work experience. • Ask students to request feedback on strengths and weaknesses from peers, family, teachers, and counselors.
1.3 Relating personal interests and abilities to occupational areas.	• Arrange for students to "shadow" workers in one or more jobs. • Have students analyze one or more occupations to discover if interests and abilities match job requirements.
1.4 Relating personal interests and abilities to further education.	• Assist students in analyzing information from several educational programs to find the program that best matches their needs and interests.
2.0 Assist students in the following <u>basic skills</u>:	
2.1 Mastering basic academic skills necessary for employment: i.e., reading, writing, math. (See MSDE, Project BASIC, Declared Competencies Index.)	• Provide students with remediation in reading, writing, or math as needed on an individual basis. • Teach a basic skills class with information and skills tied to finding a job.

Table 2 (continued)

PREPARATION ACTIVITIES	EXAMPLES
2.2 Mastering basic vocational skills: i.e., general entry level skills or skills related to a specific trade.	• Provide students with instruction in a trade area, e.g., auto mechanics, data processing. • Teach students general skills or attitudes required on the job, e.g., attendance, communication, persistence, dependability.
2.0 Assist students in the following uses of <u>occupational information</u>:	
3.1 Finding career information in the career resource center or library and contacting people or organizations.	• Arrange an orientation tour of the career resource center. • Assign a research topic on a career that involves getting information from three or more sources.
3.2 Identifying the characteristics and requirements of two or more careers.	• Request students to use information in the career resource center or library to write a job description or career profile.
3.3 Understanding the concept of occupational area or career clusters.	• Have students research one or more occupations by using appropriate resources and contacts to identify job requirements, working conditions, benefits, and examples of businesses or organizations which employ people in that category. • Teach an instructional unit on occupational areas or career clusters using the <u>Dictionary of Occupational Titles</u> or similar resources.
3.4 Understanding employment trends and how social and technological change impacts jobs.	• Invite a representative from the state employment office to speak on job trends and unemployment.

Table 2 (continued)

PREPARATION ACTIVITIES	EXAMPLES
4.0 Assist students in the following uses of <u>educational information</u>:	
4.1 Identifying post-secondary educational opportunities.	• Hold an education fair with representatives from local two and four-year colleges, trade or business schools, vocational-technical schools, job training programs, the military, and apprenticeship programs. • Help students conduct a survey of all post-secondary education programs in the area. • Plan student visits to one or more post-secondary educational program.
4.2 Identifying the education or training requirements of selected occupations.	• Arrange for presentations by business representatives related to training requirements for specific jobs and how (or where) best to get such training.
4.3 Selecting criteria for educational programs that will further career goals.	• Assist students individually or in groups in developing a "shopping list" for choosing an educational program. Have students use this "shopping list" to evaluate information on educational programs as presented in catalogs, brochures, or in personal contacts.
5.0 Assist students in developing the following <u>decision-making skills</u>:	
5.1 Demonstrating the use of a decision-making process.	• Teach an instructional unit that gives students specific steps to follow in a decision-making process. Have them apply the strategy to a real or simulated career decision.
5.2 Applying decision-making skills to the placement process.	• Have students discuss and list major decisions which must be made during the post-secondary transition process. Construct a series of role-plays around the job or educational placement process. Make sure students use an appropriate decision-making strategy in the role-plays.

Table 2 (continued)

PREPARATION ACTIVITIES	EXAMPLES
6.0 Assist students in the following areas of career planning:	
6.1 Identifying personal career goals.	• Assist students in reviewing information about career interests, abilities, job characteristics, and job requirements. Have them select occupational areas/jobs in which they are interested.
6.2 Developing an individual career plan (see MSDE, Project BASIC, World of Work competencies).	• Have students use local career planning forms or process to record their career plan.
6.3 Identifying alternative strategies for reaching a career goal.	• Assist small groups of students in brainstorming alternative ways of reaching a career goal. • Have students describe in writing (or on tape) how they would try to reach their career goals if optimal plans did not work out immediately. Provide feedback.
6.4 Developing long-range career goals (3-5 years).	• Using a calendar format, have students describe what they might do to further their career goals during the next 3-5 years.

Table 3

Suggested Educational and Job Placement
Activities and Examples

EDUCATIONAL AND JOB PLACEMENT ACTIVITIES	EXAMPLES
7.0 Assist students in developing the following skills for finding employment:	
7.1 Registering at the school's (or community's) job bank.	• Orient students to school's job bank. • Help students go through steps necessary for registration of the school's (or community's) job bank.
7.2 Using a variety of job-finding techniques.	• Teach an instructional unit on using want ads, business surveys, telephone book listings, personal contacts, and employment agencies to identify job openings. Have students use these techniques to identify actual job openings. • Discuss self-employment or constructing your own job. • Help students develop personal networks for job-finding.
7.3 Identifying special job opportunities.	• Develop jobs in the community for students, especially in job categories that have few openings or for students with special needs.
7.4 Demonstrating the ability to apply for a job (especially using those skills that are part of MSDE, Project BASIC, World of Work competencies: i.e., resume writing and job interviewing).	• Help students develop a list of all the steps in the job application process. Provide practice exercises for each, e.g., letters of application, telephone techniques, resume writing, and interviewing. • Give students practice in filling out several kinds of application forms. • Help students to develop an appropriate resume or portfolio • Direct students to develop a list of rules for job interviews. • Arrange for practice interviews with business representatives who evaluate each student's performance. Discuss results of the evaluations.

Table 3 (continued)

EDUCATIONAL AND JOB PLACEMENT ACTIVITIES	EXAMPLES
7.5 Locating specific job openings.	• Help students identify appropriate (to training) job openings in the local community. • Hold a career day with business representatives that have job openings. • Help students apply for specific job openings and prepare for interviews.
8.0 Assist students in identifying appropriate post-secondary educational programs.	
8.1 Understanding requirements and application procedures for specific post-secondary education programs.	• Ask students to request preliminary application information from an educational program, then list or chart all the steps in order (by date) that must be taken to complete the application. • Hold a seminar or discuss tests required for college entrance or training program. • Direct students to practice filling out applications for educational programs. • Have students practice interviewing (at time of application) with representatives of educational programs.
8.2 Understanding the cost of post-secondary education and sources of financial aid.	• Request students to list the questions that should be asked about the costs of educational programs and sources of financial aid. Require students to discuss these questions with representatives of the educational program in which they have interest.
8.3 Choosing between one or more educational programs.	• Help students develop a list of criteria for choosing between educational programs.

Table 3 (continued)

EDUCATIONAL AND JOB PLACEMENT ACTIVITIES	EXAMPLES
9.0 Provide students with the following information about job maintenance skills:	
9.1 Describing/demonstrating appropriate work attitudes and behaviors.	• Discuss with students behaviors that are appropriate for various work settings and develop a checklist. During a "shadow" experience, have them use the checklist to observe appropriate or inappropriate behaviors on the job. • Arrange for students to interview employees in several jobs to determine what factors lead to success on the job.
9.2 Describing employer expectations of employees.	• Arrange for employers from several job categories to speak to students about what they look for in good employees. Have students rate themselves or each other on these attitudes or behaviors.
9.3 Describing/demonstrating communication skills on the job.	• Have students research what kind of communication is needed in specific job categories. • Direct one group of students to role-play situations in which poor communication leads to problems on the job. Have another group demonstrate appropriate communication.
9.4 Describing methods of feedback on job performance.	• Discuss how good job performance is evaluated and rewarded. • Obtain evaluation forms used in different work situations. Use them to rate student performance.
9.5 Identifying the necessity of and methods for getting further education or training while on the job.	• Arrange for a panel composed of a personnel director, union official, and educators to discuss this issue.

Table 3 (continued)

EDUCATIONAL AND JOB PLACEMENT ACTIVITIES	EXAMPLES
10.0 Provide students with the following information about <u>educational success</u>:	
10.1 Describing/demonstrating good study habits.	• Have students assess their study habits.
10.2 Identifying institutional services that support educational success.	• Have students analyze college catalogs or other literature to identify student support services, e.g., health services, counseling, tutoring, minority affairs office, services for the handicapped.
11.0 Instill in students realistic expectations about placement.	• Discuss with small groups of students their placement experiences. Convey that placement is a time-consuming and important activity and that students are responsible for their own involvement.

Table 4

Suggested Activities in Placement Related to Training and Examples

ACTIVITIES FOR PLACEMENT RELATED TO TRAINING	EXAMPLES
12.0 Form a working relationship with the business community:	
12.1 Using an advisory committee with representatives from business, labor, and community organizations.	• Use an advisory committee to: (1) review the vocational curriculum and its ability to prepare students to meet labor-market needs (2) plan the placement program. (3) help gain the cooperation of business and labor organizations (4) evaluate placement activities.
12.2 Publicize the placement program.	• Send letters or brochures to communit businesses. • Visit local employers and present a slide/tape show about the vocational program and placement services. • Hold a breakfast for employers during which they meet vocational students and learn about the placement program. • Use vocational teachers to recruit employers in their trade area. • Ask to be included on the agenda of various service organizations (e.g., Rotary, Masons, etc.).
12.3 Carry out job development activities.	• Visit employers who have indicated an interest in the placement program. • Hold an informational meeting for employers on the placement program. • Invite employers to observe vocational students while they are in class. • Register employers with the job bank.

Table 4 (continued)

ACTIVITIES FOR PLACEMENT RELATED TO TRAINING	EXAMPLES
13.0 <u>Administer placement services</u> related to vocational training:	
13.1 Becoming knowledgeable about legislation which assists placement related to training.	• Hold an inservice session for placement staff on the legislation that is related to placement of vocational education students, e.g., Cooperative Vocational Education Act, Apprenticeship Training Act, Youth Employment Standards Act, Targeted Job Tax Credit Act, and Maryland Licensed Occupations Act. • Develop a brochure that describes how employers benefit from legislation that supports the employment of students from vocational education programs.
13.2 Developing placement strategies to insure student placement related to training.	• Use the strategies suggested in the next chapter, Building Placement Programs, to establish a comprehensive system for placement related to training. • During follow-up studies establish how many students are actually placed in positions related to training; set specific goals to increase this number.
13.3 Training students to seek employment related to their vocational education.	• Hold sessions with students that acquaint them with all employment opportunities that would use their training. • Prepare students to make contacts with employers by teaching resume writing, job-seeking skills, and interviewing.
13.4 Using the Job Bank to insure employment related to training.	• Provide systematic opportunities for all students to register with the school's job bank. • Refer students to jobs appropriate to training and monitor their job application activities. • Question employers to see if students referred to them are appropriately matched with job openings.

Table 5

Suggested Evaluation Activities and Examples

EVALUATION ACTIVITIES	EXAMPLES
14.0 Carry out the following <u>evaluation</u> activities:	
14.1 Evaluating the achievement of placement activity objectives.	• Document placement service activities (e.g., keep a log of employer contacts and student use of the placement office) and match these outcomes with objectives. • Review curriculum units or lessons taught to see if objectives were achieved. • Survey students to determine the usefulness of counseling and placement services. Determine whether placement service objectives are being met.
14.2 Documenting student placements.	• Record student educational and job placements. • Conduct student follow-up surveys (6 months, 1 year, and 3 years after graduation) to determine educational or job status and satisfaction. • Conduct surveys of employers and educational institutions (6 months, 1 year, and 3 years after graduation) to determine students' status and evaluation of performance.
14.3 Reporting evaluation results.	• Write and disseminate an evaluation report on the placement program.
14.4 Following through with evaluation results.	• Use evaluation results for dropping, modifying, or adding activities to the placement program. • Use evaluation results to modify placement program objectives.

BUILDING PLACEMENT PROGRAMS:

SELECTING ALTERNATIVES

Effective placement programs are based on the four program elements and the placement activities discussed in the previous sections. Placement activities must be well-suited to specific school settings. There is no one planning strategy or set of placement activities that is appropriate for every situation. Each school or district should analyze their placement setting to establish an accurate picture of it before deciding on placement activities. Then, with the characteristics of their setting in mind, they can choose the best alternatives for their situation.

This section examines differences in placement settings and presents strategies for planning placement programs which can be adapted to fit specific placement settings.

Variation in Placement Settings

Every placement setting has several characteristics which help to determine the structure of, or establish boundaries for, its program. Characteristics such as school or district size, student socio-economic background, industrial base, resource level, and staffing patterns strongly influence the choice of placement activities. Often these characteristics occur as "given" elements (ones that are difficult to change).

As a preliminary planning step, schools should identify the characteristics of their placement setting. These factors should be acknowledged as the planning process begins because they strongly influence the selection of placement activities. To identify the characteristics of their

placement setting, schools should systematically answer questions about the setting such as those listed below.

- How many students and teachers are there in the school/school district?
- What are the social/economic characteristics of students?
- What types of entry level jobs are available locally? What qualifications are needed for each? About how many openings are there in each?
- What educational opportunities are available locally? What are admission requirements?
- How much money is available for a placement program?
- Are there resources (human or financial) available for placement from outside the school?
- What kind of help do students need with job and educational placement? How many students need help?
- Will a comprehensive placement program be offered?
- What kind of placement activities are to be offered?
- Who will coordinate and carry out placement activities?
- Are staff experienced or will they need training for placement roles?
- How much administrative support is there for placement?
- How much community support is available for placement?

The information and insight gained from an accurate description of the placement setting will help school staff make decisions about the placement program.

Once the school staff have identified placement setting characteristics, they are ready to begin choosing options for planning, implementing, and evaluating the placement program. No one way of carrying out a placement program is suitable for all placement sites, and models which preselect activities fail to recognize the variation in placement settings. School staff who are familiar with the placement setting should use the guidelines in the remainder of this chapter to help choose program options which are best for their site.

The remainder of this chapter provides alternatives for the planning, implementation, and evaluation phases of placement programs. These phases can be further divided into steps as follows:

- **Planning**
  - Assessing Needs
  - Setting Goals
  - Identifying Program Activities
- **Implementation**
  - Carrying Out Plans
  - Making Staff Assignments
  - Managing Information
- **Evaluation**
  - Evaluating Placement Activities
  - Documenting Student Placement
  - Following-Through

To carry out each step of the planning, implementation, and evaluation process, it is necessary to follow a basic strategy that leads to specific results. The strategy is the same for all placement settings. For example, to conduct a needs assessment every site would (1) gather needs information, (2) analyze information to identify needs, (3) prioritize needs, and (4) report conclusions. These actions make up the basic needs assessment strategy. However, each placement setting can choose how they will gather and analyze the data because there are several ways in which this can be done. For example, needs assessment data might be gathered by using a commercially available instrument or using a self-constructed needs assessment survey. Information also may be obtained from existing records or through interviews. The alternatives for carrying out the basic strategy have been labeled process options in the charts below. Options are provided for key points, but not for each step, in the strategies which follow. In the needs assessment strategy, for example, there are options for collecting data. The alternative chosen at this point influences how one analyzes the information and reports the results. For this reason, recommendations for alternatives which help staff adapt strategies to specific settings are tied to high, moderate, or low resource levels in the charts which follow.

Planning Placement Programs

Successful placement programs are carefully planned. Administrators, teachers, and counselors should insure that enough attention is given to this phase of the placement program. The three planning steps, namely, assessing needs, setting objectives, and identifying activities, determine the direction of the program.

Assessing Needs

The first planning step is to conduct a needs assessment in order to establish (1) what services students need to reach their job and educational placement goals, and (2) what placement opportunities are currently available. A needs assessment survey might provide answers to such questions as:

- What are the post secondary plans of students?
- How many students need job and/or educational placement services?
- What placement activities are currently available in the school and/or community?
- What placement activities do students, teachers, employers, or educational institutions want?
- What employment and educational opportunities are available?
- What placement information or skills do students already have?

The basic strategy for conducting a needs assessment is described below.

Gather Needs Information. Information is gathered by surveying all persons involved in the placement process: students, teachers, counselors, administrators, employers, and representatives of post-secondary educational programs. Questions in the survey should identify student placement skills, placement needs, career goals, and interest in placement services.

Analyze Information to Identify Needs. Information is analyzed to discover patterns and relationships. Information can be analyzed by quantitative methods, such as statistical tests and/or percentages, or by qualitative methods that systematically categorize and summarize information. These analyses are examined to identify needs for placement services. For example, if results of a survey show that only 20%

of 11th grade students have post-secondary plans, then a need might be established for a course in which students could explore post-secondary job and educational options. If employers indicated that they had few entry level jobs available, a need for the development of jobs or job-training might be established.

Rank Order Needs. Needs are ordered to indicate which ones will be addressed first. During this step, it is important to decide which are the greatest needs and, also, to determine which needs can be met with available resources.

Report Conclusions. The needs assessment process is described together with recommendations as to which needs should be addressed by the placement program. A written report makes needs information available to all persons involved in placement activities.

Table 6 summarizes the needs assessment strategy and lists options for gathering needs assessment information. School staff should identify on Table 6 which option (or combination of options) will be used.

Setting Objectives

The second step in the planning process is setting objectives for the placement program based on list of needs established previously.

Some general areas in which program objectives might be set include:

- Developing student self-awareness
- Developing student occupational awareness
- Exposing students to specific educational and employment options
- Conducting pre-employment preparation (i.e., job-finding and keeping skills)
- Matching students with job openings
- Making available information about educational requirements, testing, and admissions
- Matching students with educational openings
- Keeping placement records
- Building community involvement activities
- Publicizing the program
- Conducting inservice education on placement.

Objectives for the placement program should be selected after considering relevant information such as need priorities, school district philosophy, the essential elements of successful placement programs,

Table 6

Planning the Placement Program: Assessing Needs

STRATEGY FOR A NEEDS ASSESSMENT	PROCESS OPTIONS
• Gather needs information • Analyze information to identify needs • Rank order needs • Report conclusions	1. Use a structured interview to question a sample of school staff, employers, and educational institutions about perceived needs for placement services. (Recommended for high/moderate/low resource sites.) 2. Use existing data/records from all students, employers, or educational institutions (or a sample of each), e.g., guidance inventories, career folders, employment service information on employment trends/job openings, numbers enrolled in post-secondary programs, document analysis of post-secondary program requirements. (Recommended for high/moderate resource sites.) 3. Use commercial or self-constructed instruments to assess all students, teachers, employers, and educational institutions (or a sample of each). (Recommended for high resource sites.)

1. Identify the process to be used in assessing needs.

2. Outline a step-by-step plan for implementing this process.

desirable student outcomes, and resources and barriers. Objectives for placement must be measurable so the placement program can be monitored and evaluated.

The suggested strategy for setting goals follows:

Consider the Essential Elements of Placement Programs. The essential elements of successful placement programs (a guidance and career preparation orientation, educational and job placement options, and community partnerships), as discussed in the first chapter, should be reflected in the program objectives.

Consider School District Philosophy and Goals. Placement objectives should complement the general educational goals established by a school district. If placement objectives can be directly tied to a school district's philosophy and expressed in language similar to the district's goal statements, then support for the placement program is likely to be greater than if this is not done.

Consider Student Placement Outcomes. Desirable student outcomes should be reflected in the placement program objectives.

Consider Need Priorities. The prioritized list of needs developed during the needs assessment is reviewed to establish how the needs can be translated into program objectives.

Consider Resources and Barriers. When setting objectives, the resources available to accomplish the objectives and the barriers to reaching them must be considered. Frequently, ways to overcome barriers or new resources can be identified if the need for them is acknowledged. While objectives should challenge the abilities of school staff and students, they should not be unobtainable.

Establish Measurable Outcomes. Objectives should be chosen which establish measurable outcomes. The language of the objectives must be carefully written so that school staff agree on their meaning and so that the successful accomplishment can be determined. Measurable outcomes establish who is to be involved in what activity, what the outcome is, and the period of time for accomplishment. Measurable student outcomes usually require the demonstration of a behavior or skill. For example, an objective that requires a student to demonstrate knowledge of appropriate educational or employment options or interviewing skills is measurable, as is an increase in the student placement rate.

Table 7 summarizes the objective setting strategy and lists options for setting goals. Table 7 can be used to decide how a school or district will set goals for their placement program and to record the option selected.

Identifying Program Activities

The third step of the planning phase is to identify placement activities which help to meet the stated objectives. Frequently, objectives for placement programs can be achieved in several ways. Depending on staff experience and student ability and interest, certain activities are more appropriate than others.

The strategy for identifying placement activities follows:

Generate Activity Ideas. Suggestions for activities can come from written sources (e.g., review of the literature or program manuals), staff members, experts, or through brainstorming. They should include the fundamental activities suggested in the preceding chapter.

Match Activities with Objectives. Activities alone do not create a successful placement program, they must help meet the objectives of the program. Beware of selecting activities that seem like they should be done (everyone else does them or they create good publicity for the program) but do not further program objectives.

Consider the School's Ability to Implement Activities. The right staff and/or resources have to be available to carry out activities. For example, an activity that requires a counselor to meet individually with students to counsel them on job or education options may not be practical. An activity where students meet in groups with the counselor for the same purpose may be more workable.

Select Activities. The activities that best match objectives and that can be implemented should be the ones chosen.

Table 8 presents the strategy for identifying program activities and lists options for generating ideas. It can be used to decide how a school or district will identify placement program activities and to record the option chosen.

Table 7

Planning the Placement Program: Setting Objectives

STRATEGY FOR SETTING OBJECTIVES	PROCESS OPTIONS
• Consider the essential elements of successful placement programs • Consider school district philosophy and goals • Consider need priorities • Consider student outcomes • Consider recommendations (if any) from the follow-through step of a previous evaluation • Establish measurable outcomes	1. A group with broadly-based membership achieves consensus on objectives (e.g., advisory committee, placement staff, counselors, teachers, administrators). (Recommended for high resource sites.) 2. Placement staff works cooperatively to set objectives. (Recommended for moderate resource sites.) 3. Placement coordinator sets objectives. (Recommended for low resource sites.)

1. Identify the process to be used for setting objectives.

2. Outline a step-by-step plan for implementing this process.

Table 8

Planning the Placement Program: Identifying Program Activities

STRATEGY FOR IDENTIFYING PROGRAM ACTIVITIES	PROCESS OPTIONS
• Generate activity ideas • Match activities with objectives • Consider the school's ability to implement activities • Select activities	1. Use activities known to placement staff, including those in the preceding chapter. (Recommended for high/moderate/low resource sites.) 2. Brainstorm ideas. (Recommended for high/moderate/low resource sites.) 3. Visit other placement sites. (Recommended for high/moderate resource sites.) 4. Read placement literature. (Recommended for high/moderate resource sites.) 5. Consult placement experts. (Recommended for high resource sites.)

1. Identify the process to be used for identifying program activities.

2. Outline a step-by-step plan for implementing this process.

Implementing Placement Programs

Smooth operation of the placement program can be achieved by making appropriate decisions during the implementation phase of placement. The three steps in this phase are: making staff assignments, carrying out plans, and managing information.

Making Staff Assignments

Staffing the placement program appropriately is important for program effectiveness. The central question is "Who should carry out placement activities?" This guide is based on the viewpoint that counselors may be in a position to play a facilitating or coordinating role in placement programs. Staffing decisions are made by (1) determining what roles and responsibilities are necessary to carry out the placement, and (2) matching the best qualified person available to each task. When making staff assignments, consideration should be given to staff interest and staffing patterns that are supported by available resources.

A variety of responsibilities need be carried out within the placement program and these tasks might be carried out by various staff members. For example:

- administering the program - placement coordinator, counselor, or administrator
- counseling students on job placement options, assessing student job interests and qualifications, teaching pre-employment skills, matching students with job openings - job placement counselor, guidance or vocational counselor, teacher
- contacting employers to establish job openings, publicizing the placement program to employers, listing available jobs and requirements, operating a job bank - job developer, placement coordinator, vocational teacher
- counseling students on educational placement options, assessing student's educational interests and abilities, informing students about admissions requirements and financial aid, matching students with openings in educational programs - educational placement counselor, placement specialist, counselor, teacher

- determining the benefits and requirements of educational programs, listing educational program opportunities, and publicizing the placement program to educational institutions - placement specialist, counselor, teacher
- gathering and analyzing data for needs assessment, activity evaluation and student placements, making follow-through recommendations - evaluator, counselor, administrator
- keeping placement records - placement clerk, school secretary.

Staff development activities can contribute greatly to the success of the placement program by improving the professional performance of all personnel. It is recommended that staff development (1) meet both program (or institutional) needs, (2) be planned and conducted collaboratively by everyone involved in the placement program, and (3) provide long-term and ongoing professional growth for all staff. Appropriate activities should be planned for administrators, counselors, placement specialists, teachers, and clerical support staff. Community members, employers, and advisory committee members also might participate in selected activities. As a placement program begins many personnel will be assuming new roles. They will require information and training to effectively carry out their responsibilities. Experienced placement staff will respond positively to activities that stimulate new ideas and professional growth or refine skills. Staff development activities can help all members of a school focus on common placement goals.

Much has been written about what makes staff development effective. By concentrating on the elements that are known to be part of quality inservice education, and by avoiding some common pitfalls, the planners of staff development can insure its success. The characteristics of successful staff development are discussed below.

- Program (or Institutional) and Personal Goals. Staff development activities should have specific objectives that meet both the needs of the program (or institution) and of individuals. When inservice education has objectives that meet the needs of only one of the two groups, it is not as successful as when it meets the needs of both. Frequently, it is best to offer school-based staff development (rather than school district or college provided inservice) because program and individual needs can be more readily addressed. Inservice objectives should be clear, direct statements establishing measurable expectations for success. The content of sessions should be carefully chosen to implement stated objectives.

- A Developmental Philosophy. Most educators strive to do their job well. Staff development activities should reflect the philosophy that all staff need and want opportunities for professional growth. Learning is not a discrete event, but rather an ongoing process. Inservice education should be a positive, long-range program to stimulate growth; it should not be only a "quick-fix" to remedy an immediate crisis.

- Broad Participation. Successful staff development is a collaborative process. It requires the participation of all staff related to the placement program. Representatives from all role groups (e.g., administrators, teachers, counselors) should be involved in planning inservice education, and all staff members should be included in appropriate activities.

- Long-Range Plans. Each specific staff development activity should be part of a long-range plan. Unrelated, "one-shot" activities are not very successful. The plan should include objectives and a scope and sequence for activities which outlines the content and timeline for each event.

- Adult Learning Principles. Adults learn differently than children or adolescents and this should be reflected in staff development. For example:

    1. Adults are motivated to learn as they recognize needs or interests that learning will satisfy; therefore, expressed needs and interests are appropriate starting points for adult learning.

    2. The adult orientation to learning is life- (or problem) centered; therefore, life-situations, not subjects, are the appropriate units for adult learning.

    3. Experience is the richest and best source for adult learning; therefore, a good method for adult learning is the analysis of experience.

4. Adults have a deep need to be self-directed; therefore, the role of the teacher is to engage others in a process of mutual inquiry rather than to transmit knowledge and then evaluate the retention of it.

5. Individual differences among people increase with age; therefore, adult education must provide for differences in style, time, place, and pace of learning.

6. Adults learn best when they are actively involved in an activity and they like to try out what is being taught; therefore, staff development sessions should involve the participation of all in attendance. Activities that include role-plays, small group discussions, group planning or problem solving are likely to be most effective.

- Legitimate Leadership. In order for inservice education to be successful, the persons conducting activities must be looked to as leaders. They must have expertise on the topic at hand as well as understand the needs of the group. Often, an experienced, knowledgeable school staff member can lead an inservice session for others.

- Varied Presentation. Use the type of presentation that will produce the kind of outcome desired. Lecture may be appropriate for providing awareness of a topic, but only participation and practice will develop new skills.

- Adequate Preparation and Smooth Operation. It is important that all inservice events be conducted smoothly. Facilities must be adequate, presenters prepared, and enough time allotted.

- Evaluation. It is necessary to evaluate both the process and outcomes of the program. Evaluation approaches should include both objective data and the participant's subjective assessment.

Decisions about the content of a staff development session are made by considering the objectives to be accomplished, the resources (human and financial) available, and the audience. There are many topics that might become the content of staff development sessions. A list of examples follows:

- Job Development: How to Find Student Jobs
- Matching Students with Educational Opportunities
- Job Placement Options
- Educational Placement Options
- Job Preparation Skills
- College Admission Procedures

- Sources of Financial Aid for Post-Secondary Education
- Coordinating Placement Activities
- Descriptions of Successful School Placement Programs
- Facilitating Student Decision-Making
- Counseling Skills for Placement
- Placing Special Needs Students
- The Effects of Sexual Stereotyping on Educational and Job Placement

The strategy for making staff assignments follows:

Identify Placement Roles, Responsibilities, and Tasks. During this strategy step, decide what staffing patterns are best for a specific placement setting. Should each placement task be performed by a placement "specialist" or can a "generalist" carry out several tasks? Will placement roles be assigned to all or selected categories of staff? The coordinator is crucial to the success of the placement program. The position should be filled by someone who is knowledgeable about job and educational placement, is able to effectively administer the program, and can communicate well with other placement staff members.

Determine Staff Qualifications and Availability. Decide what qualifications are necessary to carry out placement roles and responsibilities, and identify interested and qualified staff who might fill placement positions. If qualified staff are not available, consider training existing staff for new roles or hiring new people. Developing written job descriptions is useful for clarifying the expectations of placement positions.

Make Staff Assignments. Fill placement positions with the best qualified persons available.

Provide Staff Development and Support. Inservice education will help both new and experienced staff members perform better.

Table 9 outlines the strategy for making staff assignments and lists options for staffing which should be used to decide the process to be used in staffing the program.

Carrying Out Plans

Operating a placement program at first glance would seem to require simply carrying out activities exactly as planned. However, experience shows that few things, including placement programs, happen exactly as

Table 9

Implementing the Placement Program: Making Staff Assignments

STRATEGY FOR MAKING STAFF ASSIGNMENTS	PROCESS OPTIONS
• Identify placement roles, responsibilities, and tasks • Determine staff qualifications and availability • Make staff assignments • Provide staff development	1. Differentiated staffing: all full-time positions (e.g., placement and coordinator(s), job placement counselor(s), job developer(s), educational placement counselor(s), educational program liaison(s), evaluator(s), placement clerk(s)). (Recommended for high resource sites.) 2. Differentiated staffing: a few full-time positions (e.g., coordinator, clerk(s)); guidance and vocational counselors engage in placement activities part-time. (Recommended for high/moderate resource sites.) 3. Undifferentiated staffing: placement specialist(s) or guidance counselors do both job and educational placement. One of this group assumes coordination responsibilities. Use of secretary to do clerical tasks. (Recommended for moderate/low resource sites.) 4. Undifferentiated staffing: use of a team approach to staffing where existing staff administrator(s), counselor(s), teacher(s), and secretary(ies) carry out tasks as assigned. (Recommended for low resource sites.)

1. Identify the process to be used for making staff assignments.

2. Outline a step-by-step plan for implementing this process.

intended. While careful planning reduces the need for change once the program is underway, it does not eliminate the need for it. Some flexibility should be built into plans. Placement staff should monitor activities as they occur to insure that program objectives are being met and to find out if any immediate adjustments in the program are necessary. While carrying out the program, schools should use the following strategy.

Carry Out Planned Activities. Operate the placement program as planned. Determine whether all activities are in process.

Monitor Ongoing Activities. Monitor ongoing activities to determine whether activities follow the objectives set for them. Note any deviations from the plan as activities are carried out and try to discover the reasons that plans were altered.

Make Immediate Changes. Frequently, small adjustments in placement activities will make the program run more smoothly. Occasionally, experience will show that the objectives are not appropriate and need to be changed. It is best to make major changes after a complete evaluation of the program.

Table 10 outlines this strategy, lists options for changing plans, and makes recommendations of alternatives. It should be used to record how plans are being carried out.

Managing Information

Placement programs require systematic recordkeeping and organization of information so that the program runs smoothly. An information system should record students' placement interests and qualifications, and match students with educational or job options. It should also provide information for needs assessment and evaluation. Information systems can consist of cards, files, or computerized databases.

Care must be taken that information is kept and made available within federal guidelines and policies of confidentiality and access to student records.

Table 10

Implementing the Placement Program: Carrying Out Plans

STRATEGY FOR CARRYING OUT THE PLAN	PROCESS OPTIONS
• Carry out planned activities • Monitor ongoing activities • Make immediate changes as needed	1. Carry out placement activities as planned. (Recommended for low resource sites.) 2. Make small modifications in ongoing activities (i.e., original objective is appropriate). (Recommended for moderate/high resource sites.) 3. Make major changes in ongoing activities (i.e., original objective was <u>not</u> appropriate). (Recommended for moderate/high resource sites.)

1. Identify the process to be used for carrying out plans.

2. Outline a step-by-step plan for implementing this process.

Placement staff must be fully knowledgeable about the federal legislation and state guidelines that affect student records. For example, the Buckley Amendment to the Family Rights and Privacy Act of 1974 calls for:

- Full access to student records by parents of students under 18, and to students over 18;
- Hearings to contest contents of personal records;
- Requirements of notice and written consent by students over 18, and parents of students under 18, before records can be transmitted to most third parties; and
- Federal supervision by HEW of educational recordkeeping.

This amendment requires that schools write a policy informing students and/or parents of their rights including: (1) what records are maintained, where they can be located, and who is in control of them, (2) what procedures are to be followed to gain access to their own records, and (3) what procedures are to be followed if the parent or student wishes to challenge the contents of the record. For the placement office, the Act principally affects three things: confidentiality of recommendations, release of placement records of employers, and assuring against "third party" misuse. It is possible, under the Act, for students to sign a waiver to access of confidential recommendations. Such a waiver should appear on requests for recommendations so that the persons completing the recommendations knows whether or not it is confidential and, in addition, later recipients (employers) know whether it was made as a confidential recommendation or not. It is not permissible to require students to waive their right to access to recommendations nor to deny placement services if they do not. The provision that consent must be obtained before records can be released may be handled either by (1) a request form the student and/or parent signs

each time records are released, or (2) a consent form for a general categories of employees (documentation must be kept on where student records were sent).

The provision on third party compliance means that you must include a statement informing employers that student records cannot be disclosed to anyone else without consent.

Regulations of the Maryland State Board of Education dictate the confidentiality and limit the retention of student records.

The strategy for information management follows:

Determine What Records are Needed. Decide what information is truly useful. Having a lot of facts you do not use does not make sense. In a comprehensive placement information system some records should be kept on students, employers, and educational institutions. Information about school placement activities can also be helpful. The recordkeeping system should facilitate matching students with appropriate placements. Some typical records of placement information system are listed below.

- Students
  - Student referral/registration (name, address, phone number, social security number, educational or job objectives, qualifications, i.e., courses taken and work experience, preference of location)
  - Student follow-up (placements made, length of time in placement, satisfaction with placements)
  - Student resume
  - Recommendations for a placement
  - Release form for placement file

- Employer
  - Employer profile (type of business, brief description, location)
  - Job order (job description, job qualifications, pay/benefits)
  - Employer follow-up (student name(s), position(s), length of time employed, evaluation of employee(s))

- Educational Institution
  - Education, program profile (description of program, qualifications, admission procedures, number of openings)
  - Educational program follow-up (students placements made, length of time in placement, evaluation of the placement)

- Placement Program
  - Activity record (students and staff involved in placement activities, type of activity, outcomes of activity)
  - Master referral log (information on status of student referrals to job or educational placement, indication of actions needed to be taken)

Decide How Records are to be Stored and Accessed. Information should be readily available (to the right people) to be useful. In a manual system, student folders may be sorted by educational or job objectives and filed within those categories alphabetically. In a computerized system, student profiles may be entered by educational and job objectives. Staff using the records should have easy access to them.

Maintain Records. Records need to be updated or purged at frequent intervals. Establish specific procedures and assign responsibility for this task.

Table 11 lists the strategy for managing information and provides space for recording decisions.

Evaluating Placement Programs

Placement activities should be evaluated against their objectives. Activities can be considered to be successful only if they meet the measurable objectives that have been set. During the evaluation phase of the placement program, information/data should be gathered about the placement program and analyzed to determine if the objectives for the program were achieved. Data may be gathered from all or a sample of students or events, depending upon available resources. This section describes the process of evaluating placement activities, documenting student placements, and following through with evaluation results.

Evaluating Activities

The evaluation of activities might include documentation of student use of placement services, a review of placement activities to determine if specific objectives were met, observation of teacher effectiveness, and

Table 11

Implementing the Placement Program: Managing Information

STRATEGY FOR MANAGING INFORMATION	PROCESS OPTIONS
• Determine what records are needed • Decide how records are to be stored and accessed • Maintain placement records	1. A computerized system that thoroughly documents the placement process (e.g., student interests/qualifications, job and educational placement options, number of students engaged in placement activities, student placements). (Recommended for high resource sites.) 2. A standardized form/card file record-keeping system (e.g., student interests/qualifications, job and educational placement options, student placement). (Recommended for moderate resource sites.) 3. Minimal, ad hoc recordkeeping (e.g., lists of students seeking placements, job and educational placement options, student placements). (Recommended for low resource sites.)

1. Identify the process to be used for managing information.

2. Outline a step-by-step plan for implementing this process.

student reports of the usefulness of placement activities. Standard evaluation techniques that include the gathering of data, the analysis of data to see if objectives have been met, and the reporting of results should be used.

Table 12 outlines an evaluation strategy, lists options for gathering evaluation data, and provides space for recording decisions about activity evaluation.

Documenting Student Placements

Often the objectives set for a placement program are directly tied to the number of students placed on the job or in educational programs. Program success can be measured by how many students are placed as a result of the school's program, how long they stay in a placement, and how well they do in that placement.

A standard evaluation strategy is used to gather and analyze data and report on student placements. Table 13 outlines the evaluation strategy lists options for gathering data about placements, and provides space for recording decisions about a documentation process.

Following Through with Evaluation Results

During this step of the evaluation process, the results from the evaluation of placement activities and documentation of student placements are reviewed. The information gained is used to make recommendations for the future of the program.

The following strategy is to be used.

Analyze Information from the Activity and Outcome Evaluations. Evaluation results should be studied to determine the areas of strength and weakness in the placement program and what factors contribute to its effectiveness.

Table 12

Evaluating the Placement Program: Evaluating Activities

STRATEGY FOR ACTIVITY EVALUATION	PROCESS OPTIONS
• Gather data/information • Analyze data/information to see if objectives have been met • Report results related to placement activities	1. Document placement service activities (e.g., keep a log of employer contacts and student use of placement office). (Recommended for high/moderate/low resource sites.) 2. Maintain records of counseling sessions. (Recommended for high/moderate/low resource sites.) 3. Monitor activities to determine whether program objectives are being met. (Recommended for high/moderate/low resource sites.) 4. Review curriculum units to determine emphasis on preparing students for placement. (Recommended for high/moderate/low resource sites.) 5. Use process observations to evaluate teacher effectiveness. (Recommended for high/moderate resource sites.) 6. Survey students to determine the usefulness of counseling and placement services. (Recommended for high/ moderate resource sites.)

1. Identify the process to be used in evaluating placement activities.

2. Outline a step-by-step plan for implementing this process.

Table 13

Evaluating the Placement Program: Documenting Student Placements

STRATEGY FOR OUTCOME EVALUATION	PROCESS OPTIONS
• Gather data/information • Analyze data/information to see if objectives have been met • Report on student placements	1. Record student placements. (Recommended for high/moderate/low resource sites.) 2. Conduct student follow-up survey (phone or mail) 6 months after graduation (e.g., employment/school status, job/school satisfaction). (Recommended for high/moderate/low resource sites.) 3. Conduct employer follow-up survey 6 months after employee's graduation (e.g., employment status, performance evaluation). (Recommended for high/moderate resource sites.) 4. Conduct survey of educational institution 6 months after graduation (e.g., courses enrolled in, evaluation of performance). (Recommended for high/moderate/low resource sites.) 5. Conduct a longitudinal survey of students, employers, and educational institutions at 6 months, 1 year, and 3 years after graduation. (Recommended for high resource sites.)

1. Identify the process to be used in documenting student placements.

2. Outline a step-by-step plan for implementing this process.

Make Recommendations for Future Placement Activities. Placement activities proven by the evaluation to be successful should be continued, and those which do not seem to be effective should be modified or dropped. Recommendations made for changes in the placement program should be considered when planning the following year's activities. Information from the follow-through is considered when setting objectives for the following year.

Table 14 lists the follow-through strategy and provides space for recording the follow-through process.

Table 14

Evaluating the Placement Program:
Following Through with Evaluation Results

STRATEGY FOR FOLLOWING THROUGH	PROCESS OPTIONS
• Analyze information from the activity evaluations and placement documentation • Make recommendations for future placement activities	1. Make suggestions for dropping program activities. (Recommended for high/moderate/low resource sites.) 2. Make suggestions for modifying program activities. (Recommended for high/moderate/low resource sites.) 3. Make suggestions for adding new program activities. (Recommended for high/moderate resource sites.)

1. Identify the process to be used in following through.

2. Outline a step-by-step plan for implementing this process.

APPENDIX

Annotated Bibliography

The staff of Research for Better Schools conducted a selected literature search to provide information supporting the development of a guide for post-secondary placement. The focus of the guide was to be a guidance-based program serving all senior high school students. The literature review consisted of (1) a computerized search of the ERIC (Educational Resource Information Center) and RIVE (Resources in Vocational Education) files, 1976-82, (2) documents provided by Maryland educators, and (3) a check of references cited in documents reviewed or suggested by placement experts. The purpose of the search was to look at a representative sample of placement literature; no attempt was made to review all placement literature. The literature examined included documents from different fields including guidance, career education, and vocational education, and in varying formats such as theoretical discussions, research reports, program guides, models, and literature reviews. The majority of the documents focused on job placement rather than educational placement.

A limited number of the documents originally reviewed are included in the annotated bibliography which follows. Documents were selected because they seemed useful to development of a placement program as advocated by the guide.

Barrow, C. M. Job placement programs for the future. Columbus, OH: National Center for Research in Vocational Education, 1982.

This paper explores recent research, current practices, and implications for the future development of job placement programs in vocational education. It provides a definition of job placement programs and reviews a variety of state models, guidelines, and staff development models. Common elements among programs are considered as well as the variations in program implementation. Also presented is a discussion of the relevant legislation, the need for services to special populations, and the increased use of computerized job placement program services. Suggestions for the future include further research and the creation of staff development programs for training staff involved in the delivery of job placement services.

Board of Education, Washington County, Maryland. Vocational placement: First year of operation. Hagerstown, MD: Author, 1981.

This document reports on the first year of a more efficient and effective placement service program in Washington County, Maryland. A four faceted approach including recruitment, job development, placement, and follow-up components was implemented to resolve the problems of students who are trying to find employment. This year's efforts have focused on the development and dissemination of publicity/public relations activities which apprise students and parents of vocational programs as well as the services of the placement office.

Forms and procedures for collecting and recording job development, placement, and follow-up data have been developed and are currently being field-tested. A job development card is used by work-study coordinators and vocational teachers to record data concerning employment opportunities. Letters concerning work-study programs and tax credit information are mailed to employers encouraging the hiring of vocational students.

Employers are informed of the competency based curriculum currently used in Washington County vocational programs. A job referral form was developed and a follow-up process is being implemented to determine whether a student is hired or still available for work.

A graduate survey to identify recent graduates, their addresses, places of employment, and future plans and forms and procedures used in obtaining employer follow-up information have been developed. Information from the data collection is shared with appropriate personnel and other interested persons.

Bose, R. D., Kosmo, S. J., Nelson, E. S., & Hammerstrom, Review and synthesis of job placement literature: Volume 1 of a research project to develop a coordinated comprehensive placement system. Madison, WI: University of Wisconsin, Center for Studies in Vocational and Technical Education, 1975. (ERIC Document Reproduction Services No. ED 109 428)

This five-part document reviews the literature of job placement and the youth employment situation including barriers, services, and specific needs. Part 2 examines the youths' placement needs as they relate to unemployment, educational opportunities, career planning, and job seeking skills. Specific youth groups, (i.e., women, minorities, rural youth, dropouts, college-bound and noncollege bound students) are discussed regarding their ability to enter occupational roles, educational pathways for job preparation, current vocational guidance programs, and further recommendations for guidance programs. Part 4 presents information about the family, the school and the government as providers of placement services. Part 5 reviews exemplary models of placement services and lists the most significant elements for a comprehensive placement system.

Daniels, M., & Boss, R. D. Illinois career guidance handbook. Springfield, IL: Illinois State Office of Education, Division of Adult Vocational and Technical Education, 1981. (ERIC Document Reproduction Service No. ED 205 887)

This guide, designed to assist guidance personnel in planning and implementing a comprehensive guidance program, is based on a systems approach. The model presented uses a planning-implementation-evaluation cycle. Specific suggestions are given for the implementation of a school-based placement program. The four basic goals of such programs are: (1) reaching and interacting with students in order to serve them; teaching them employability skills such as interviewing, job development, and resume writing, (2) interacting with employers in order to identify career opportunities, (3) referring students to career opportunities, and (4) following through with students and employers in order to improve placement effectiveness. Recommendations are discussed for staffing, development of jobs, recruitment and referral of students, and follow-up. The need to follow legal and ethical guidelines are explained. Directions for organizing a placement center are given in the appendix.

Drier, H. N. Programs of career guidance, placement, follow-up and follow-through. A future perspective. Information Series No. 107. Washington, .D C.: American Vocational Association, 1977. (ERIC Document Reproduction Service No. ED 149 176)

This information analysis paper presents a comprehensive career development content model for organizing, developing, and implementing future career guidance programs. Critical planning processes necessary to assurethat local career guidance programs are designed, developed, tested, and delivered to meet individual career development needs are discussed.

Placement is considered as part of the comprehensive career development model. The role of the counselor goes beyond just placing a person in a job; counselors must develop in students a vocational identity. A client-advocate model for placement is suggested in which placement is viewed as both a function of client skill and availability of opportunities. The actual services provided to an applicant are based on the needs presented. A set of recommendations for a career guidance program is made and counselor activities that would help bring about such changes are listed.

Fielding, J., & Fielding, M. R. Planning pre-employment programs: Module 1; Conducting job development programs: Module 2; Conducting job placement programs: Module 3; and Conducting follow-up and follow-through: Module 4. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences and National Consortium on Competency-Based Staff Development, 1976.

These documents make up a four-module series focusing on the development of job placement services. The purpose of the series is to help placement coordinators plan, implement, and evaluate a placement program which meets student needs. The content in each of the four modules covered is: (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through.

Module 1 consists of: Rationale, Methods of Delivering Services, Strategies for Teaching Desirable Work Habits, Conducting a Job Search, Job Communication Skills, and The Job Interview. Module 2 has the following sections: Sources Used to Identify Potential Employers, Methods of Contacting Employers, Securing Job Orders, and Managing Employer and Job Information. Module 3 has information under the following headings: Principles Involved in Establishing a Job Placement Office, State and Federal Legislation, Managing Student and Placement Information, and Placing Students on a Job. Module 4 consists of: Rationale, Methods of Collecting Follow-Up Information, Using Follow-Up Information, and Follow-Through Activities.

The materials are designed to be used in a workshop and include evaluation and assessment activities. A coordinator's guide is also available for workshop leaders.

Cysbere, N. C., & Moore, Earl, J. (Eds.). Career guidance, counseling and and placement: Elements of an illustrative program guide. A life career development perspective. Columbia, MO: Missouri University, 1974. (ERIC Document Reproduction Service No. ED 092 767)

This guide provides a systematic process for state and local educators who are developing and implementing guidance-based placement programs. Chapter 1 defines career guidance, counseling, and placement and argues the need for making these elements an integral part of education. Chapter 2 describes a model based on a life-long career development perspective, and Chapter 3 explains how the model can be translated from need statements (concepts) into program goals, objectives, and activities. Chapter 4 outlines how concepts, goals, and objectives can be organized into a comprehensive, developmental career guidance, counseling, and placement program. Chapter 5 focuses on evaluation procedures. Examples of concepts, goals, objectives, activities, and selected resources are included in appendices.

Johnson, M. T., Claire, H., Shallberg, K., & Gomers, J. M. P. Bridges to employment: Practices for job development, placement, and follow-through of unemployed youth for vocational education and manpower training. Book Two. Columbus, OH: National Center for Research in Vocational Education, 1980.

This manual, designed to meet the varied needs of personnel working with the disadvantaged, provides insights into: the work-experience needs of the disadvantaged at each stage of career development; skill development needs of the disadvantaged; community, business, industry, labor, and social service involvement with vocational education programs; staff development needs; information resources for job placement models; and program effectiveness measures. It includes descriptions of activities and their implementation as follows: (1) job development (10 activities), (2) job placement (13 activities), and (3) job follow-up/follow-through (14 activities). Each activity lists objectives, procedures, instructions for conduction of activity, information source, personnel, expected outcome, concerns of conducting activities and solutions.

Kosmo, S. J., Hammerstrom, W. A., Boss, R. D., & Hartz, J. D. A coordinated and comprehensive school-based career placement model. Madison, WI: University of Wisconsin, Center for Studies in Vocational and Technical Education, 1975. (ERIC Document Reproduction Service No. ED 118 987)

This document presents a descriptive outline of the Career Placement Delivery System, the Wisconsin school-based (guidance-related) career placement model. The conceptual focus and variations of the model are discussed. Major objectives of the model are (1) to increase student competency for independent career functioning, and (2) to increase career placement options. Implementation of the model includes the following steps: (1) identification of potential users, (2) choosing behavioral competencies for placement, (3) assessing student competencies and needs, (4) surveying community and school resources, (5) establishing placement priorities, (6) determining services and personnel to meet the objectives, (7) assigning responsibilities for specific activities, (8) evaluating objectives and making revisions. Techniques to implement these steps are suggested.

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McKinney, F. A., Franchak, S. J., Balasz-Salster, I., Morrimon, I., & McElwann, D. Factors related to the job placement of former secondary vocational education students. Columbus, OH: National Center for Research in Vocational Education, 1981.

This paper reports the results of a study conducted to: (1) identify factors relating to job placement, (2) provide detailed descriptions of the education and community processes appearing to influence job placement, and (3) to generate hypotheses concerning variables related to job placement. The study was based on data collected by means of a literature review, an analysis of existing data from all 50 states and more specific data from 586 LEAs in seven states, interviews with 438 individuals, observations in eight case study sites in seven states, and mail questionnaires from over 5,000 individuals in the seven states. The results revealed the influence of three different categories of factors: labor market, community and education factors. Selected findings are highlighted below:

Job placement rates are higher where:

- Transportation to jobs is available.
- There is a mix of industry sizes with proportionally less larger industry.
- Manufacturing is a major industry.
- There are proportionally more nonwhites in the population.
- Educators understand the importance of, are dedicated to, and are enthusiastic about placing students in jobs related to their training programs.
- Teachers have regular contact with employers regarding the job placement of students.
- The job placement office provides coordination and includes teachers in job placement activities.
- Student admission to vocational education programs is restricted to students with high interest and potential.
- Cooperative vocational education programs place students in jobs related to their training programs.
- Frequent use is made of employer needs assessment surveys for planning and evaluating vocational education programs.
- oStudents participate in youth organizations.

Middlesex County Vocational and Technical High Schools. A guidebook for placement specialists. New Brunswick, NJ: Author, 1980. (ERIC Document Reproduction Service No. ED 197 232)

This guidebook, intended for placement specialists, was designed to assist in the development of a placement program. A comprehensive model, presenting both the idealistic and realistic aspects of a placement program, emphasizes an adaptable, open-ended approach to placement. The basic conceptual foundations for establishing and operating job placement programs are discussed in terms of historical background, legislation, philosophy, and code of ethics. The practical aspects of developing placement programs focus on the creation of a"student availability file" and a "job availability file." Strategies for maximizing the number of potential employers and for generating jobs are reviewed. A follow-up system is described in terms of its purposes and the ways in which follow-up data can be used. The importance of evaluating the overall effectiveness of the placement and follow-up program is stressed. The final section of the guidebook includes material on work readiness designed to help students develop the necessary pre-employability skills.

National Association for Industry Education Cooperation. Placement services: A training manual. Ann Arbor, MI: Prakken Publications, 1977. (ERIC Document Reproduction Service No. ED 142 885)

This manual, designed as a self-contained instructional package, presents conceptual discussions about different aspects of placement, case studies, helpful suggestions, procedures, and sample forms to aid educators in learning to design comprehensive placement programs. A comprehensive job placement program is defined as a coordinated series of activities involving school-community interaction, staff training, and curriculum development resulting in youth being able to obtain and retain satisfying employment. Educators, in either state or local education agencies, after studying this manual and carrying out the suggested activities, should be able to plan a comprehensive job placement program with a valid rationale. The manual also is useful for training staff who operate placement programs or are being prepared to do so in the future. The objectives of the three major sections of the manual are: (1) to provide the basic conceptual foundation of placement services so that varied audiences will understand the need for supporting job placement programs, (2) to help educators responsible for establishing and operating a job placement program organize community leaders and resource organizations, and (3) to help educators deal with practical aspects of program operations and management.

National Manpower Institute. Job placement services for youth. Washington, D. C.: Author, 1978.

Using a case study approach, this paper describes different, ongoing programs for providing job placement services to youth. Among the various specialized programs for helping youth find jobs are: (1) school-based placement programs, (2) local office operations of the public employment service/job service, (3) cooperative school/job service programs, (4) placement programs operated by CETA prime sponsors, (5) services provided by community-based organizations, and 6) by commercially-oriented enterprises such as private fee-charging employment agencies and temporary help employment contractors.

Critical issues facing local education-work councils in their effort to improve placement efforts are discussed. These issues deal with (1) goals and priorities, (2) resources, (3) the role to be played by the council as a community institution, (4) particular collaborative processes and techniques to be used, and (5) accountability for program effectiveness and the wise use of human resources, public and private facilities, and other community capabilities.

Ohio State Department of Education. School based placement services handbook. Columbus, OH: Author, n.d.

This handbook, designed for counselors and administrators who are assisting youths in the school-to-work transition, presents a comprehensive delivery system for school-based placement services. This four-part model includes: (1) a planning component which consists of needs assessment, resource assessment, development of a placement plan and adoption of placement strategies; (2) implementation which involves staff identification and advisory committee formation; (3) program operation which is comprised of publicising the program, identifying and coordinating the use of career information, developing placement opportunities, collecting student data, conducting preemployment preparation, coordinating referrals to placement opportunities, and establishing and coordinating placement follow-up and feedback; and (4) program evaluation and modification which is made up of assessment of program services and student follow-up studies. The handbook also discusses in detail activities supporting the placement delivery system such as advisory committee formation, data-base development, preemployment preparation, job development, and follow-up. It includes sample forms for placement activities.

Pennsylvania Department of Education. Guidelines for school-based job placement programs. Harrisburg, PA: Author, 1981. (ERIC Document Reproduction Service No. ED 217 043)

This manual offers suggestions to school district personnel who are establishing a school-based placement system. It is organized so that readers can select those chapters which meet their needs for information. Chapter II, "District-Wide Planning" gives recommendations for the initial steps of job placement program planning. Goals and activities are listed for developing a plan for a placement program, selecting staff, organizing and using an advisory committee, publicizing the program, and orienting the staff. Chapter III, "Pre-Employment Skills Curriculum Components," outlines strategies for developing the pre-employment skills curriculum of the placement program; it also discusses validating, preparing, and evaluating this curriculum. Chapter IV, "Job Placement Activities" describes activities which assist students in identifying sources of employment, and applying for and keeping jobs. This chapter includes information on contacts, referral, and assessment activities, and recording and reporting systems. Chapter V, "Follow-Up/Follow-Through" describes procedures for developing the final placement phase; i.e., follow-up/follow-through. It gives recommendations for a baseline study as well as one-, three-, and five-year follow-up studies. Suggestions are made for developing employer surveys, analysis of survey data, and strategies for using survey information for further improvement and development.

Harkess, M. D., Scott, & Hill, J. R. Job placement handbook for protected populations. Athens, GA: Georgia University, Division of Vocational Education, 1981.

This guide is designed to provide vocational educators and job placement staff with job placement strategies for special populations such as minorities, disadvantaged, handicapped, gifted and talented, linguistically different, migrants, incarcerated, nontraditional placements, and displaced homemakers. A summary is given of relevant legislation. Barriers to employment for special populations are listed and ways to break down barriers are discussed. The guide also describes actual placement activities such as preparing student profiles, matching students with job orders, finding jobs for protected populations. Placement options and employer accommodations are considered.

Shippen, S. J. & Wasil, R. A. Placement and follow-up. Lexington, MA: Xerox Individualized Publishing, 1977.

This book, designed for use by students and practitioners, contains articles written by authorities in the field of job placement services for students. Six topics representing components of the placement process are covered in this book; included are: (1) the historical perspectives of school-based placement; (2) career exploration; (3) counseling and counselor training; (4) placement; (5) follow-up; and (6) placement legislation. The articles represent a balance between theory and practice.

Tennessee State Board for Vocational Education. A resource for guidance, placement, and follow-up programs. Nashville, TN: Author, 1981.

Prevocational and vocational guidance are components of the school's total career education program. Prevocational guidance is designed to introduce all vocational education students to the world of work, to the vocational training which is available at the secondary school level, including training necessary for certain entry-level jobs. The prevocational guidance program offers self-awareness activities for students using published occupational survey instruments, and interest surveys and checklists (a list of assessment resources is provided). Introductory "hands on" experiences using tools and machinery also are part of the prevocational program.

The major emphasis of the vocational guidance program is self-awareness. Decision-making skills, economic awareness, appreciation of work and attitudes toward work, and employability skills are covered. Educational awareness including training necessary for various careers and where to obtain training after high school also are part of the vocational guidance program.

All students should be assisted with educational and career planning. Planning should result in a four-year plan of courses to be taken during high school. Guidance and career centers have a variety of materials to help students in their career planning efforts. (A list of selected materials is provided.)

Placement services are considered a priority need in vocational education. In this section of the manual, the discussion focuses the varied roles of the placement coordinator, the placement coordinator's job description, additional placement services, sample record-keeping forms, and instruction in preemployment skills. The different placement options are presented. A sample Student Handbook (a guide to help students get job and succeed on the job) and Training Sponsor Handbook (provides employers with a discussion of the various roles played by the employer, the student, and the school in job placement and also assists in training of students) are appendixed to the manual.

Virginia State Department of Education, Guidance Service. Guidelines for employment counseling and placement. Richmond, VA: Author, 1976.

The focus of this manual is the behavioral objectives for a program of employment counseling and placement services. Suggested activities for meeting these objectives are included. Employment counseling has been defined as individual or group assistance to secondary students which will enable them to develop and demonstrate successful job-seeking and holding skills. Placement services are defined as those which provide assistance to secondary school leavers or graduates who seek gainful employment and further education.

The objectives for employment counseling and placement are: (1) demonstrate an understanding of one's occupational interest, aptitude and skills; (2) develop an individualized job search plan; (3) write appropriate resumes and application letters; (4) conduct effective contacts with potential employers concerning job openings; (5) complete employment application forms completely and accurately; (6) participate effectively in job interviews; (7) evaluate job options and use appropriate decision-making skills; (8) conduct appropriate follow-up activities to job applications, and interviews; and (9) understand and demonstrate appropriate work habits, attitudes, and interpersonal relationships necessary for satisfactory employment and advancement. The objectives for placement services include: (1) demonstrate a knowledge of information related to employment opportunities, (2) use job search skills, (3) obtain successful job placement, and (4) participate in follow-up and follow-through activities. A suggested plan for meeting the stated objectives that addresses the various steps to be taken in planning and implementing the program is described.

Effective employment counseling and placement services require the coordinated effort of the Division Superintendent and School Board, Program Coordinator, Principal, Guidance Director/Coordinator, Counselor, Teacher/Vocational Coordinator and Advisory Committee. The roles of each of these groups are described.

The final section of the manual addresses the area of data collection forms and procedures. A record-keeping system and suggested Job Placement Service Forms are located in the appendix.

Wasil, R. A. Accountability, communication, coordination: ' Placement: Ultimate test of a school's commitment to its students. A brief overview of an overall structure for comprehensive school placement service. Akron, OH: Akron-Summit County Public Schools, 1988. (ERIC Document Reproduction Service No. 170 533)

This document presents a brief overview of placement services for a comprehensive school. A history of job placement services in public schools includes a rationale for providing placement services to all students, not only to those who are college bound. The need for job placement services is discussed in terms of accountability of a school's career education program. The general objectives to be incorporated, as well as a format for establishing a school placement service are reviewed. The importance of developing a program of business-industry communication and cooperation is stressed, and a list of suggestions for encouraging employer support is included. The basic requirements for selecting a "placement specialist" and the related job description are provided. Finally, the evaluation of job placement programs and follow-up procedures for maintaining contact with employers is presented.

West Virginia Department of Education. The West Virginia Placement Program Manual: For Planning, Implementing and Evaluating School Placement Programs. Charleston, WV: Author, 1982.

This document presents a systematic method for providing programs and services that result in employment and educational placement. The placement model described in the manual is based on three interrelated stages which lead to student self-placement through the development of necessary skills: planning, implementation and evaluation.

The planning stage deals primarily with tasks related to promoting the involvement of non-school persons in the placement program and determining local employer needs. Also, during this stage students seeking placement services are identified and assisted referrals to potential employers. Resources for conducting planning-stage activities are identified. The implementation stage is organized around student competencies and learner outcomes. It combines instructional, experiential, and counseling strategies in a student-centered approach to placement knowledge and skill development. Appropriate activities and resources are noted in addition to a list of staff competencies which identifies the staff knowledge and skill necessary to perform each of the activities. The evaluation stage is described similarly to the planning stage. It is concerned with determining the extent of placement service utilization, the agree of student placement skill development, and the level of employer satisfaction with placement services.

The manual was designed to be used in a variety of schools with different types of students. The placement model offers guidelines and strategies to serve as a reference for personnel performing placement activities. The placement program is viewed as a cooperative effort shared by school administrators, staff, students, and the community.

Winstead, A. S. Helping the nontraditional student: Counseling, job development, and job placement, 1981.

This brief guide for counselors and placement coordinators reviews the issues related to placing students into jobs not traditionally associated with their sex. It discusses the counseling needs of nontraditional students and suggests roles for guidance counselors. Ideas for job development and placement services are offered. The section on job placement focuses on the problems of nontraditional students and presents strategies for overcoming such difficulties. The rationale for follow-up is given also. The appendix contains various sample forms for resumes, employer and student profiles, and job information.

Wong, B. J., & Finch, L. K. Job placement handbook for vocational guidance counselors in Mississippi. Jackson, MS: Mississippi State Department of Education, Division of Vocational-Technical Education and Mississippi State, MS: Mississippi State University, College of Education, Research and Curriculum Unit for Vocational-Technical Education, 1978.

This handbook is designed to assist vocational counselors with one specific function of vocational guidance, namely, job placement. It briefly lists placement service objectives and the varied placement duties of vocational counselors. A list of the activities needed to establish a placement service are presented in a monthly calendar format and the basic elements of a placement service are discussed including: (1) forming an advisory council, (2) gathering complete and up-to-date student and employer information, (3) providing employability skills sessions, (4) providing follow-up and follow-through, and (5) continuing part-time and full-time placement throughout the year. Materials useful to the placement program are appended.

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Item A

Name _____

School _____

School Address _____

_____

Educational and Career Planning Folder

SENIOR High School

This folder is YOURS. It will be kept for you in the Career Resource Center. When you graduate or transfer to another school, you will take this folder with you.

What you record in this folder will help you complete your educational and career goals and plans. It will also assist you in completing job application forms and resumés. You *DO NOT HAVE TO* fill in any information that you choose to exclude. However, the information recorded in this folder will help you monitor your educational progress and your educational and career planning activities.

My parents reviewed my educational and Career Planning Folder on: *(This is optional but is encouraged.)*

Date(s)									
Parent Initials									

Anne Arundel County Public Schools • 2644 Riva Road • Annapolis, MD 21401
Publication Number 8750/33 (New 10/85)

Name _____ Social Security No. _____

Address _____ Telephone No. _____

EDUCATIONAL HISTORY *(Schools Attended)*

Name of School	Street Address	City	State	Zip Code

	Grade 9	Grade 10	Grade 11	Grade 12
School Activities				
Community Activities				
Awards				
Honors				
Recognition				
Hobbies				
Other				

SELF ASSESSMENT DATA

Name of Instrument	Date Taken	Results

STRENGTHS I HAVE DEMONSTRATED IN:

	Grade 9	Grade 10	Grade 11	Grade 12
Academic				
Work				
Personal/Social				

EMPLOYMENT HISTORY

Employer's Name	Employer's Address	Job Title	Working Dates: Beginning	Working Dates: Ending

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STUDENT'S NAME _____

DIRECTIONS: You are to monitor your educational progress by keeping a record of subjects taken, credits earned, and grades made. This information will also help you to identify specific academic strengths that will be used in planning your education and career. Please keep the information as current as possible. If you have any questions or need assistance, see your counselor.

Student Identification No. _____

FOUR YEAR EDUCATIONAL RECORD

Grade 9				Grade 10				Grade 11				Grade 12			
Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade

Subjects taken in summer school	Subjects taken in summer school	Subjects taken in summer school	Subjects taken in summer school
Other	Other	Other	Other
Total Credits in Grade 9	Accumulated Credits	Accumulated Credits	Credits Earned
GPA	Accumulated GPA	Accumulated GPA	Final GPA / Rank in Class

English (4 units)
- ☐☐☐ Electives
- ☐☐ Writing or Composition
- ☐☐ Reading or Literature
- ☐ Speech or Acting Arts

Social Studies (3 units)
- ☐ American Government
- ☐ Contemporary Issues
- ☐☐ U.S. History
- ☐☐ Elective

Math (2 units) ☐☐☐☐

Science (2 units) ☐☐☐☐

Physical Education (2 units) ☐☐

Electives (Can be in any subject – Math, Science, Art, Vocational Education, Business, etc.) (8 units) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

REFERENCES

Before you put a person's name here, ask him/her if it's O.K. You are encouraged to ask these people to write a letter of recommendation for you and keep the letters in the folder.

Name	Address	Telephone Number

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Item B

Calendar for College Planning

Don't wait until your senior year to begin making plans! The steps listed below can help you organize and review your thinking. Check and date the following steps as you complete them. The suggestions about when to begin can help you keep an eye on the calendar.

FALL OF YOUR JUNIOR YEAR

___ 1. Review your course schedule for your junior year and long-range plans for your senior year. Ask yourself: Am I on the right track? Am I following a college preparatory program? Make certain that you are taking the necessary courses to meet most college admission requirements.

___ 2. October: Take the PSAT/NMSQT at your high school. This is a practice college board test and will also qualify you for the National Merit Scholarship consideration.

___ 3. October/November: Attend college fairs such as "Contact" sponsored by the A.A. County Guidance Counselors, the Baltimore National College Fair, or the Washington National College Fair.

___ 4. Read - talk - listen - visit:
Read and collect information about a variety of colleges. Talk to college representatives who visit your high school. Talk to friends, parents, teachers who are alumni of colleges. Visit open house events at colleges that interest you.

___ 5. If you are considering a major in art, you should be aware that most institutions require a portfolio of original work. You might begin preparing your portfolio in your junior year.

SPRING OF YOUR JUNIOR YEAR

___ 1. Take the Scholastic Aptitude Test or the American College Test. Registration packets are available in the guidance office. NOTE DEADLINE DATES FOR REGISTRATION!

___ 2. The admission process for entrance into the United States Service academies is lengthy. If you are interested in an R.O.T.C. scholarship or in attending a service academy begin the process at this time.

___ 3. Prepare your College Comparison Chart.
Compare the colleges which seem promising.

___ 4. June to August: Visit the colleges rated most highly on your list. Review what to do and what to look for when visiting a college campus.

___ 5. Try to arrange for a meaningful summer job or experience. Try to save money for college.

FALL OF YOUR SENIOR YEAR

___ 1. By September of your senior year, your college choices should be somewhat limited. Be sure to include one college that you are sure will accept you.

___ 2. Take the SAT or ACT for the second time if dissatisfied with your prior scores.

___ 3. Check admission requirements at your chosen colleges. You may need to take specific achievement tests.

___ 4. Write to the colleges of your choice early in your senior year to ask for application forms, college financial aid forms, and other information you may need. (Check in your guidance office for Maryland colleges.)

___ 5. Continue to talk to college representatives, attend college fairs, attend open house programs, visit colleges.

___ 6. Those interested in applying for a specific college as an early decision candidate should submit admissions applications by the deadline set by the college, usually no later than November 1.

___ 7. Note admission application deadlines and submit your applications well within the deadlines.

___ 8. January 1: Submit the Financial Aid Form/Maryland State Scholarship Packet or the Family Financial Statement. These can be obtained from your guidance office in late November. The applications may be mailed after January 1.

___ 9. Request that mid-year grades be sent to the colleges to which you have applied.

SPRING OF YOUR SENIOR YEAR

___ 1. If your first choice college accepts you, review all the reasons why this was your first choice college. If the college still comes out top, pay the tuition deposit (if required) on schedule and send a letter verifying your acceptance of admission. Notify the other colleges to which you applied that you have decided to go elsewhere. Sit back and relax!

___ 2. If your first choice college does not accept you, look at your second choice. Does it have most of the factors of your first choice? Don't despair, you can probably be just as comfortable with your second choice college.

___ 3. If your second choice college accepts you before you have heard from your first choice, contact your first choice college director of admissions and ask if he or she can give you an unofficial decision or any other advice. Ask for an extension of the deposit deadline at your second choice college or make the deposit and hope that it will be refunded.

___ 4. If none of your chosen colleges accepts you, you will have to repeat the search process. Look carefully at yourself, your academic record, and the factors you consider most important in choosing a college. Have you been realistic about your college choices?

___ 5. Complete the form in your guidance office to have your final transcript sent to the college you plan to attend. Final grades are not sent automatically by your high school.

Planning for college: A handbook for students and parents. Annapolis, Md.: Anne Arundel County Public Schools, 1982.

Item C

College Testing Programs

Students preparing to go on to post-secondary education should be aware that most schools have certain entrance requirements. Many of these schools require some form of test for admission or placement. Students need to plan for these tests, as well as for tests which may qualify them for scholarships or for college credit.

The major tests required or suggested are the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the Scholastic Aptitude Test (SAT), the American College Test (ACT), the Achievement Tests (ACH), the Advanced Placement Examinations (AP), and the College Level Examination Program (CLEP).

The most widely used admissions tests are the Scholastic Aptitude Test and the American College Test. The colleges to which you are applying will specify which of these tests they will accept.

PSAT/NMSQT

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a multiple-choice test of verbal and mathematical abilities generally associated with academic achievement. It contains two separately timed sections; a verbal section and a mathematical section. This test is taken primarily by juniors to gain experience in test taking, to enter national scholarship competition, and to get an indication of how well they might expect to score on the SAT.

Sophomores may take the test for practice, but must repeat the test in their junior year in order to be eligible for the National Merit Scholarship competition. Colleges do not require the PSAT/NMSQT as a part of the admissions process, but it is recommended that college-bound students take the test. The test is offered only in October.

SCHOLASTIC APTITUDE TEST

The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board's Admission Testing Program is composed of six 30 minute subtests measuring verbal and mathematical skills. The verbal questions measure comprehension and vocabulary. The mathematical questions include problems in basic arithmetic, algebra, and geometry. The Test of Standard Written English is one of the subtests. The TSWE is a multiple-choice test which evaluates the student's ability to recognize standard written English. The SAT is administered in the months of November, December, January, March, April, May, and June.

ACHIEVEMENT TESTS

In addition to the admission test, a college may require an achievement examination in one or more subjects. The Admissions Testing Program provides Achievement Tests (ACH) in American history and social studies, biology, chemistry, European history and world cultures, French, German, Hebrew, Latin, literature, mathematics, physics, Russian, Spanish, and English composition. (The English composition with essay is usually administered only once a year; other administrations do not include the essay.) If a college requires achievement tests, these should be taken as soon as possible upon the termination of study in that subject area. Check the college requirements carefully.

AMERICAN COLLEGE TESTING PROGRAM

The American College Testing Program is a second program which provides tests and other educational services for students, schools, and colleges. The American College Test (ACT) is divided into four sections - English, mathematics, social studies, and natural sciences. A report of the scores includes scores in the four subject area tests, a composite score, and a student profile. The profile provides information about the student's interests, plans, accomplishments, and needs.

TEST OF ENGLISH AS A FOREIGN LANGUAGE

The Test of English as a Foreign Language (TOEFL) is required by some colleges for admission of foreign students. Registration is handled through the college. Check with your counselor.

EXAMINATIONS FOR COLLEGE CREDIT (AP AND CLEP)

Students may take advanced courses in high school in such areas as science, mathematics, English, social studies, foreign languages, art, and music. At the completion of the course, students may take an Advanced Placement Test. The student may receive credit from the college, depending upon specific college policies. Students may take the examinations without having taken a specific class if they feel especially well prepared in a subject area.

The College Level Examination Program (CLEP) permits people of all ages to earn college credit by examination in both academic and non-academic areas.

PREPARING FOR TAKING THE SAT OR ACT ADMISSION EXAMINATION

The aptitudes measured by the SAT and ACT develop over years of study. Studying the sample questions and explanations provided by the Admissions Testing Program and the American Testing Program will help a student to prepare for the exam.

Narrowing Your Choice

COLLEGE COMPARISON CHART

	College #1	College #2	College #3
Name of College			
Address of College			
Type of School			
Tests Required			
Majors			
Degrees Offered			
Application Deadline			
Financial Aid Deadline			
Notification Date			
Costs: Tuition			
Fees			
Room/Board			
Books			
Transportation			
Other Expenses			
Total Cost			

Planning for college: A handbook for students and parents. Annapolis, Md.: Anne Arundel County Public Schools, 1982.

Item D

EMPLOYER - NEEDS SURVEY

Please print name and position of person to be addressed if questions arise regarding this survey.

Name_____
Business_____
Position_____
Phone_____

NOTE: ALL ITEMS PERTAIN TO (AREA SURVEYED) ONLY: AND ALL ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL. ANY ANSWERS OR COMMENTS MADE WILL NOT PLACE ANY OBLIGATION ON YOUR FIRM. THIS IS FOR GENERAL INFORMATION ONLY.

1. TOTAL NUMBER OF EMPLOYEES

   a. Number of full-time employees (35 hours/week or more) _____

   b. Number of part-time employees (less than 35 hours/week) _____

2. SEASONAL EMPLOYEES (Christmas, tourism, crops, ect.) YES_____ NO_____

   a. If "yes" please indicate in the spaces provided the numbers(s) employed in each appropriate time period(i.e., 12 Jan. - March)

   _____ Jan. - March _____ Sept. - Nov.

   _____ April - May _____ Christmas Season

   _____ June - August _____ Other

   From_____ To_____ No_____

   From_____ To_____ No_____

ESTIMATED TOTAL EMPLOYMENT IN(not including seasonal employees) 19 _____
19 _____
19 _____

TOTAL NUMBER OF NEW EMPLOYEES HIRED IN LAST CALENDAR YEAR
a. Number of new employees that filled new positions created _____
b. Number of new employees that filled vacated positions _____
c. Number of new employees without prior experience _____

6. WHEN YOU HAVE A JOB OPENING(S), WHICH OF THE FOLLOWING SOURCES DO YOU USE TO HIRE WORKERS? (Mark the boxes which are the most appropriate for each item--a. through g.)

	Often	Sometimes	Never
a. State employment service	—	—	—
b. Private Employment Agencies	—	—	—
c. Advertising and Want Ads	—	—	—
d. Friends and Relatives	—	—	—
e. Direct Company Application (walk-ins)	—	—	—
f. School Cooperative Programs (DE, COE, etc.)	—	—	—
g. Other (Please describe_____)	—	—	—

7. WOULD HIGH SCHOOL CAREER TRAINING PROGRAMS BE ATTRACTIVE TO YOU IN OBTAINING ADDITIONAL QUALIFIED EMPLOYEES? Yes__ No__

   a. If above answer is "no," please identify changes/additions needed to make high-school-trained personnel an attractive source of qualified employees. _____

8. WOULD YOU BE WILLING TO PERMIT PUBLIC SCHOOL STUDENTS TO VISIT YOUR ORGANIZATION OR PLACE OF BUSINESS? Yes__ No__

9. WOULD YOU CONSIDER PERMITTING A STUDENT(S) TO INDIVIDUALLY ENTER YOUR FIRM TO OBSERVE A PERSON(S) WORKING IN ORDER TO GET A FULL UNDERSTANDING OF THE JOB, WORKING CONDITIONS, SKILLS, ETC? Yes__ No__

10. WOULD YOU CONSIDER PERMITTING A QUALIFIED SENIOR HIGH STUDENT TO ENTER YOUR PLACE OF BUSINESS OR AREA OF ACTIVITY AS A VOLUNTEER WORKER IN ORDER TO GET THE EXPERIENCE IN AN OCCUPATION? Yes__ No__

11. WOULD YOU BE WILLING TO HAVE YOURSELF OR AN EMPLOYEE VISIT A CLASS(ES) IN A PUBLIC SCHOOL TO EXPLAIN YOUR OCCUPATION? Yes__ No__

12. ARE THERE AREAS OF TRAINING EXPERIENCES NOT CURRENTLY IN THE PROGRAM THAT YOU FEEL THE PUBLIC SCHOOLS SHOULD PROVIDE? _____

West Virginia placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education, 1980.

Item E

Student Job Prep Checklist

Read each item and think about it. Only you know the answer so be honest with yourself and ask for help when you need it. Good luck!

	YES	NO
Have you completed the job application?		
Did you bring your resume?		
Do you have a Social Security number?		
Do you need a working permit?		
Have you talked with others about the job?		
Have you contacted people for references?		
Did you bring the reference letters?		
Did you have an appointment for the interview?		
Have you thought about the questions you want to ask the interviewer?		
Do you know why you want the job?		
Do you know what you have to do on the job?		
Have you told your employer you are looking for a different job?		
Have you had a practice interview session?		
Do you know what your qualifications and skills are?		
Are your clothes neat and clean?		
Are your shoes shined?		
Are you chewing gum?		
Are you smoking?		
Have you practiced speaking clearly?		
Do you look at the people you are talking with?		
Are you sober, straight and not hung over?		
Can you tell the interviewer why you would be a good employee?		
Can you tell the interviewer your previous employment history?		
Are you nervous and jumpy?		
Have you planned to arrive on time for the interview?		
Do you know how you found out about the job?		
Do you know what your career goals are?		
Do you think you are ready to go do it?		

You may have some "yeses" and some "noes", but after running through the list you will be better organized and prepared. Start to work through this list at least a week before an interview if you can and get the help you need to turn the "noes" into as many "yeses" as you can. Good luck and be ready. You are on your way to finding your job.

West Virginia Placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education, 1980.

Item F

Employer Survey

Date _____ (month) 19 —

Company Name _____

Address _____ City _____ Zip _____

Contact Person _____ Title _____

Telephone _____ Business Hours _____

Type of Business _____

1 Kinds of Jobs in This Company	Skills Required	Full/Part Time
		(FT) (PT)
		(FT) (PT)
		(FT) (PT)
		(FT) (PT)

2 Age Requirements under 16 _____ 16 to 18 _____ over 18 _____

Work Hours _____ Days Per Week _____

4 Wage Range _____ Hourly _____ Salaried _____ Overtime _____

5 Opportunity for Advancement Yes ( ) No ( )

6 Company Benefits	7 Would This Company Hire:	FT	PT	TEMP
Insurance — Life	H S Students			
Health	H S Dropouts			
Accident	H S Co-op Students			
Paid Vacation	Handicapped Students			
Overtime Pay	Mentally			
Parking	Physically			
Sick Leave	Behaviorally			
Paid Holidays	Students under 16			
Other	H S Graduates			

8 Would This Company Provide	
Resource People	Yes ( ) No ( )
Field Trips	Yes ( ) No ( )
Job Exploration Experiences (PECE)	Yes ( ) No ( )
Co-op Training Stations	Yes ( ) No ( )

9 COMMENTS _____

School based placement services handbook. Columbus, Ohio: Ohio State Department of Education.

Item C

ST. MARY'S COUNTY PUBLIC SCHOOLS
LEONARDTOWN, MARYLAND 20650

VOCATIONAL PLACEMENT SERVICE
EMPLOYER PROFILE

DATE: 9/01/83 PAGE 37

8388

COMPANY REPRESENTATIVE -- JOYCE GREGORY /AHO

MAD
37-39 VILLAGE PLACE
LEXINGTON PARK MD 20653
PRIVATE
TELEPHONE: 301-863-3521

TITLE -- OWNER

TYPE OF BUSINESS -- WHOLESALE AND RETAIL TRADE

WILL CONSIDER EMPLOYMENT OF:	FULL TIME	PART TIME	TEMPORARY
HIGH SCHOOL STUDENTS	Y	Y	N
HIGH SCHOOL COOPERATIVE STUDENTS	Y	Y	N
HIGH SCHOOL VOCATIONAL GRADUATES	Y	Y	N

OCCUPATIONS AVAILABLE:

SALES CLERKS

TRAINING PROGRAMS:

APPRENTICESHIP----------N
ON THE JOB TRAINING----------Y
EDUCATIONAL ASSISTANCE----------N

BENEFITS:

INSURANCE:
LIFE----------Y
HEALTH----------Y
ACCIDENT----------Y
DENTAL----------N
VISION----------N
PRESCRIPTION---N
Paid VACATION--------Y
OVERTIME PAY---------N
SICK LEAVE-----------Y
Paid HOLIDAYS--------Y
PENSION/RETIREMENT---N
OTHER----------N

WOULD THIS COMPANY PROVIDE RESOURCES FOR:

SPEAKERS----------N
FIELD TRIPS----------N
JOB EXPLORATION EXPERIENCES--Y

BUSINESS HOURS ____ HOURS

MONDAY-FRIDAY	9:30-00:00
SATURDAY	9:30-06:00
SUNDAY	12:30-05:00

70

The right job for the right person. Lexington Park, Md.: St. Mary's County Public Schools, 1982.

Item H

Sample Student Information Sheet

Akron-Summit County Job Placement Department
482 Grant Street Akron, Ohio 44311
Phone: 379-5240

PLEASE PRINT School _____ Grade ____ ALL INFORMATION IS CONFIDENTIAL

Name _____ Phone _____
(last) (first) (middle initial)

Address _____ Zip _____
(number) (street) (city)

Sex _____ Race _____

Height _____ Weight _____

Birth Date _____ Age ____

Social Security Number

1 Now in vocational program (circle) OWB, HYC, IOE, DE, COE, DCT. Other _____

2 Are you working? _____ Where? _____
What is your job title? _____

3 Have you applied for work in last three months? _____
Where _____

4 Do you have your own transportation? _____ If other, specify _____

5 Are you interested in working during the school year? _____ After graduation? _____

6 If now, hours you are able to work: afternoon, evening, weekend, other _____

7 Job experience (Include all paying jobs, temporary and volunteer jobs)

8 Job preference (Circle any jobs you would take if available)

a Stores: sales, cashier, stock clerk, clean-up, other _____

b Restaurants: cashier, waiter, waitress, cleaning tables, cook, janitor, dish washer, other _____

c Offices: typing speed _____ shorthand speed _____ receptionist, bookkeeping, filing, other _____

d General labor: gas stations, factory or shop, other _____

e Other jobs _____

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9 Machines you can operate (circle) sewing machine, typewriter – speed _____
Office machines _____

10 Shop machines, special tools _____

11 Circle all courses you are taking or have taken: Typing, Shorthand, Bookkeeping, Accounting, Home Economics – Foods, Mechanical Drawing, Shop courses _____

12 What are your interests, hobbies, and special skills? _____

13 Plans after graduation _____

If going on to college, will you need to work? _____

14 Self evaluation (complete chart below)

	VERY GOOD	GOOD	FAIR	POOR
What school subjects are your strengths and weaknesses?				

COMMENTS _____

School based placement services handbook. Columbus, Ohio: Ohio State Department of Education.

Item I

Employer Job Order

Company _____ Person Placing Order _____

Address _____ Position _____

Phone _____ Person to Contact _____

Job Title	No. of Openings	Part-Time	Full-Time	Permanent	Temporary	Seasonal	Begin or Apply by
1.							
2.							
3.							
4.							

Training Needed	Duties	On The Job Training Apprentice Program	Special Equipment Special Clothing	Hours	Shift Work	Starting Wages Salary/Fringe	Other Information
1.							
2.							
3.							
4.							

Pers. Taking Order: _____
Date: _____

West Virginia placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education. 1980.

Item J

Resume

Purpose: The resume gives an employer an idea of who you are, what you are trained to do, what you have done, organizations and clubs you belong to, awards you have received and who to contact for references about yourself. The resume is used to get a person in the front door and a chance to be interviewed for the job.

Content:

1. Who you are: Your name, address, phone, age and condition of health.
2. What you are trained to do: Where you went to school, diplomas, certificates and degrees awarded.
3. Special skills: Machines and equipment you can operate.
4. What you have done: Names of previous and present jobs you have, types of things you did or do on the job and how long you were or have been employed.
5. Organizations and clubs: School clubs, teams, unions, community clubs and other activities you belong to and any offices you have held in them.
6. Awards: Prizes, plaques, special notices, special achievements you have received for school work, job performance, community service or hobbies and sports.
7. References: Three people who an employer may contact. Give names, position, business address and phone number.

West Virginia placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education, 1980.

Item K

PREPARATION FOR THE PERSONAL INTERVIEW

How will you appear?

You are not ready for a personal interview until you have done certain "homework."

Give yourself a mirror test. Stand in front of a full-length mirror to see whether you have that "employable" look. Could you pass under close scrutiny of the interviewer or do you have dirty hands and fingernails, bad breath, unpolished shoes? Are you in need of a haircut? How about deodorant?

Are the colors you are wearing in harmony? Do your clothes look as if they belonged to you or do they look "borrowed"? Are they appropriate for the occasion - for the office and not for a party? Are they appropriate for bending and stooping, for sitting at a desk while taking dictation, for meeting the public?

Your appearance should be such that the employer could say, "Sit down at this desk. We shall be proud to introduce you as our new employee."

When you are satisfied that your appearance will be an asset to you, then put all concern for your appearance from your mind, at least until after your interview. Much of self-consciousness, which is definitely not desirable, comes from being overconscious of your appearance. You must be able to take your mind off yourself and think about the person with whom you are talking and about the subjects under discussion.

In addition, keep in mind the following interview reminders:

1. *Make a last minute check of personal appearance before leaving home.*
2. *Go to the interview unaccompanied.*
3. *Allow yourself plenty of time to arrive for the interview.*
4. *Maintain a pleasant attitude toward the receptionist.*
5. *Do not be impatient or show signs of nervousness if kept waiting for the interview.*
6. *Greet the interviewer with a warm smile.*
7. *Call the interviewer by name.*
8. *Shake the interviewer's hand firmly.*
9. *Be seated only after the interviewer asks you to.*
10. *Sit and stand erect; don't lean against the wall, a chair, or a desk.*
11. *Don't put your purse on the interviewer's desk.*
12. *Let the employer take the lead in the conversation.*
13. *Answer all questions completely.*
14. *Be polite and courteous - do not interrupt.*
15. *Have a resume and examples of work available for quick reference.*

16. *Make an extra effort to express yourself clearly - take time to think through your answers, use proper grammar, don't swear, avoid the use of slang, and look the interviewer in the eye.*
17. *Be sincere and enthusiastic.*
18. *Avoid smoking, chewing gum, eating candy, giggling, and squirming in the chair.*
19. *Don't try to flatter the interviewer.*
20. *Tell the truth about yourself and your experiences.*
21. *Speak well of former employers and associates.*
22. *Be positive.*
23. *Watch for a sign that the interview is over.*
24. *Thank the interviewer for his/her time.*
25. *Leave promptly.*

QUESTIONS YOU CAN ASK

Don't forget this fact about the interview. The interviewer is eager to answer intelligent questions concerning the company. In nearly all cases, the applicant who is prepared with these questions is the most impressive. These are the sort of questions to ask:

1. *Exactly what is expected of me in my job?*
2. *Who will my boss be?*
3. *What kind of a person is the boss?*
4. *What responsibility will I have?*
5. *What opportunities will I have to learn other jobs?*
6. *How is my progress rated? By Whom?*
7. *Are promotions made from within the company?*
8. *What help can I expect from the company in getting promoted?*
9. *What specific things do I have to do to get ahead in the company?*
10. *What extra work might I do to increase my value to the company?*
11. *Does the company have a training program?*
12. *Is training available at my job level?*
13. *Who does the training?*
14. *What kind of fringe benefits does the company have? (ask at the end of the interview)*
    - *a) hospitalization*
    - *b) insurance*
    - *c) education*

Vocational job placement service manual. Rockville, Md.: Montgomery County Public Schools.

Item L

Interview Evaluation Checklist
Checklist

Student: _____ Evaluator: _____

	Excellent	Good	Average	Fair	Poor
1. Was on-time for the interview.	___	___	___	___	___
2. Had knowledge of the interview process.	___	___	___	___	___
3. Was appropriately dressed.	___	___	___	___	___
4. Kept eye contact when addressed.	___	___	___	___	___
5. Kept eye contact when speaking.	___	___	___	___	___
6. Used appropriate language.	___	___	___	___	___
7. Asked appropriate questions about the position.	___	___	___	___	___
8. Had done pre-interview homework about the firm (job).	___	___	___	___	___
9. Was interested in what was said.	___	___	___	___	___
10. Spoke clearly and distinctly.	___	___	___	___	___
11. Seemed at ease but not overly casual.	___	___	___	___	___
12. Answered the interview questions thoroughly.	___	___	___	___	___
13. Provided answers consistent with information given on application and resume.	___	___	___	___	___
14. Handled awkward questions with poise.	___	___	___	___	___
15. Seemed confident in own abilities.	___	___	___	___	___
16. Kept the discussion personal rather than "somebody else said or told me" responses.	___	___	___	___	___
17. Handled pressure and unfamiliar surroundings.	___	___	___	___	___
18. Was inquisitive without being nosey or flippant.	___	___	___	___	___
19. Adjusted to change in question content.	___	___	___	___	___
20. Overall performance.	___	___	___	___	___

Strongest points: _____

Weakest points: _____

West Virginia placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education, 1980.

Item M

You're The Boss

When the boss wants to hire someone, he wants the best. There are always more people looking for jobs than there are jobs. This means that you are competing against others. The winner of the contest gets the job. One part of the contest that you will be judged upon is the application.

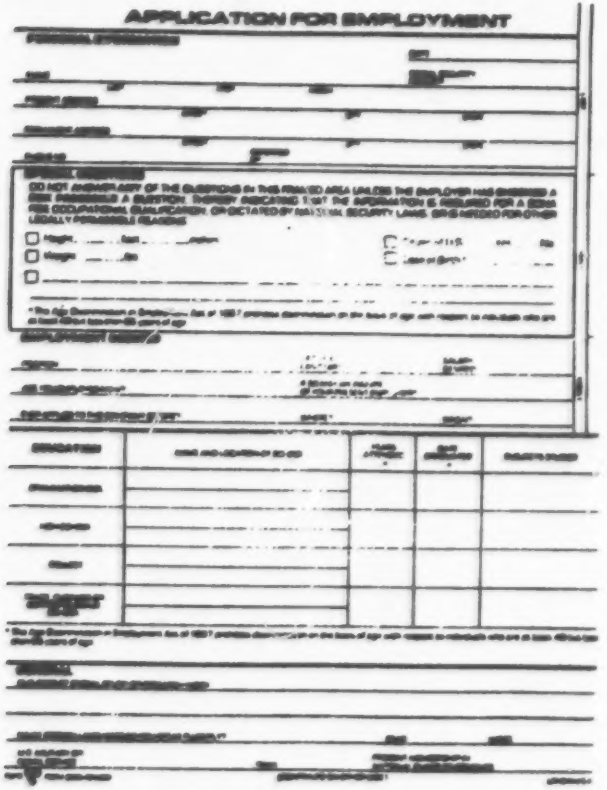
To give you an idea of how it really is, follow these simple directions and judge the contest because -- YOU'RE THE BOSS.

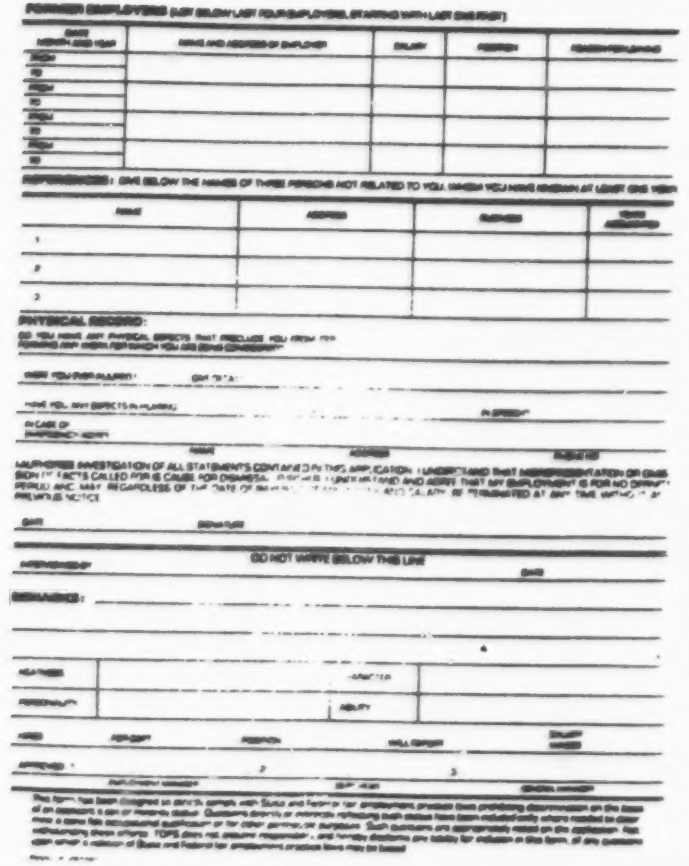
1. Fill out the blank application on the first page as completely and neatly as you can.
2. Carefully look at the applications filled out by other job seekers.
3. (Optional) You may exchange papers before going on to the last page.
4. Follow the instructions on the last page.

NOTE TO READER:

ITEM 1 -- Student to fill in blank application.

ITEM 2 -- Previously completed applications can be included which will illustrate common errors. One of the applications should be correct in all aspects. (These can be applications filled out by students, staff or actual applicants. Area employers can be helpful.)





School based placement services handbook. Columbus, Ohio: Ohio State Department of Education.

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Item N

Sample Local District Follow-up Form

Hi!

WE ARE INTERESTED IN WHERE YOU ARE AND WHAT YOU ARE DOING. IN ORDER TO HELP YOU WITH YOUR CAREER, WE WOULD LIKE YOU TO FILL OUT THIS SHORT QUESTIONNAIRE.

PLEASE FILL IT OUT AND MAIL IT BACK TODAY! A POSTAGE STAMP HAS BEEN PROVIDED FOR RETURN MAILING.

HAVE ANY QUESTIONS? Call Job Placement

DIRECTIONS:
1 USE PEN OR PENCIL
2 PRINT
3 ANSWER ALL QUESTIONS
4 MAIL TODAY!

I PRESENT EMPLOYMENT STATUS

a. ☐ Full-time (30 hours or more per week)
☐ Part-time (less than 30 hours per week)
☐ Unemployed

b. Kind of Job (Mark only one)
☐ Apprenticeship
☐ Sales Clerk and Cashier
☐ Clerical-Office
☐ Food Service and Restaurant
☐ Technical
☐ Managerial
☐ Laborer
☐ Mechanical
☐ Housewife
☐ Armed Forces _____ Branch

c. Place of Employment
Company Name _____
Address _____ Street City State

d. Job Description _____
Title _____

e. How did you get your job?
☐ School Job Placement ☐ Friend
☐ State Employment Agency ☐ Relative
☐ On my own ☐ Other Specify: _____

f. How long have you been on your present job?
☐ Less than 1 month ☐ 1-2 months
☐ 3-5 months ☐ 3-6 months ☐ 4-5 months
☐ 5-6 months ☐ more than 6 months

g. Approximate weekly earnings
☐ $0-$74 ☐ $75-$99 ☐ $100-$124 ☐ $125-$149 ☐ $150-over

II TRAINING INTERESTS

a. Are you interested in training in another area?
☐ Yes ☐ No

b. If yes, indicate which area
☐ Auto Body
☐ Auto Mechanics
☐ Carpentry
☐ Civil Service
☐ City
☐ Educational
☐ Government
☐ Other (specify)
☐ College — ☐ 2 yr. ☐ 4 yr.
☐ Commercial Art ☐ Medical
☐ Cosmetology ☐ Military
☐ Drafting ☐ Office Work
☐ Electricity-Electronics ☐ Sales
☐ Dental ☐ Secretarial
☐ Drafting ☐ Tech. Schools
☐ Machine Trades ☐ Other _____

c. Are you a high school graduate? ☐ Yes ☐ No

d. If no to above, are you interested in:
☐ Completing high school
☐ Night School
☐ High School Equivalency (GED)

III PERSONAL DATA

a. Marital Status
☐ Married ☐ Single ☐ Divorced
☐ Separated

b. Do you have children? ☐ Yes ☐ No
How many? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

c. Where do you live?
☐ with parents ☐ rent own apt.
☐ own a home ☐ other (specify) _____

d. Number of people living in your household
☐ father ☐ mother ☐ sisters
☐ brothers Total _____

e. Your Birthdate ____month ____day ____year

f. Age Now _____

IV EMPLOYMENT INTERESTS

a. Do you plan on changing jobs?
☐ yes ☐ no

b. If yes, describe briefly job desired
_____

c. How much money do you need to make per week? $____

V TRANSPORTATION

a. Do you have transportation? ☐ yes ☐ no

b. Type ☐ own car ☐ bus ☐ family car
☐ other (specify) _____

VI TRAINING AND EDUCATION

a. Have you taken any further education or training since high school? ☐ yes ☐ no

b. If yes to above, check which type
1. College (name) _____
☐ full time ☐ part time
☐ public ☐ private
2. ☐ Adult Evening School
3. ☐ Art School
4. ☐ Business School
5. ☐ Nursing School
6. ☐ Technical School
7. ☐ Trade School
8. ☐ Cosmetology School
9. ☐ Other (specify) _____

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 FOLD UP AND SEAL SEE BACK

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VII Comments and Questions

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Fill in present address and phone no

Address _____
Street City State

ZIP Code

Phone _____

THANK YOU! HAVE ANY QUESTIONS? CALL JOB PLACEMENT

SUMMIT COUNTY
BD OF ED
JOB PLACEMENT DEPT
482 GRANT ST
AKRON OH 44311

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Item 0

Follow-up Study

Akron-Summit County Job Placement Department
482 Grant Street; Akron, Ohio 44311
Phone: 379-5240

Office Index _____

Please Print

School _____ Grade _____ Date _____

Name _____ Phone _____
(Last) (First) (Middle Initial)

Address _____
(Number & Street) (City) (Zip Code)

_____
(Sex) (Height) (Weight) (Age) (Birthdate) (Social Security Number)

1 Are you now in a vocational or work program? No _____ Yes _____
(If yes, list program) _____

2 Have you completed a vocational program? No _____ Yes _____
(If yes, list program) _____

3 Do you plan to attend college this fall? No _____ Yes _____
4 Have you taken a college entrance exam? No _____ Yes _____
5 Have you applied for acceptance at a college? No _____ Yes _____

6 Have you been accepted by a college or other training institution for further studies or training? No _____ Yes _____
(If yes, list college or institution) _____

7 Are you presently working? No _____ Yes _____
(If yes, list place of employment)

_____
(Company Name) (Street Address) (City & Zip)

_____
(Date Started) (Your Job Title) (Hours Per Week)

8 If you are not working, have you applied for work during the past two months? No _____ Yes _____
(If yes, list the most recent place to which you have applied)

_____
(Company Name) (Street Address) (City & Zip)

_____
(Date Applied) (Job Applied For) (Full or Part Time)

9 What type of employment are you interested in?
Summer Only Full-time _____; Part-time _____
Permanent Full-time _____; Part-time _____

10 List three areas of job interest in order of preference:

_____

_____

_____

11 Are you willing to work weekends if required? No _____ Yes _____

12 List any special training or skills you possess (typing, carpentry, etc.)

_____

_____

_____

13 List job experiences and former employers. (Paid or voluntary jobs)

Date Month & Year	Name & Address of Former Employer	Salary	Job Title	Reason for Leaving
From _____ To _____				
From _____ To _____				
From _____ To _____				

14 How would you get to and from work?

Own car _____ Family car _____ Friend's car _____ Other (specify) _____

15 Comments _____

_____

_____

_____

_____

School based placement services handbook. Columbus, Ohio: Ohio State Department of Education.

Item P

MCVE .03 - 9.80

WASHINGTON COUNTY VOCATIONAL EDUCATION
STUDENT PLACEMENT SERVICE

JOB PLACEMENT

To be completed by staff for each vocational student or vocational graduate placed
Data will be used in graduate and employer follow-up.

Name of Business _____ Date _____

Address _____ Telephone _____
(Street) (City) (State)

Company Contact _____ Contacted by _____
(Last Name) (First) (Last Name) (Initial)

Name of Employee _____ Telephone _____
(Last) (First)

Student ____ Graduate ____ Placement: Part-time ____ Full-time ____

Social Security No. _____ Related to course of study: Yes ___ No ___

School _____ Vocational Program Studied _____

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MCVE .03 - 9.80

WASHINGTON COUNTY VOCATIONAL EDUCATION
STUDENT PLACEMENT SERVICE

JOB DEVELOPMENT

To be completed by teacher/coordinator for each employer.

Name of Business _____ Date _____

Address _____ Telephone _____
(Street) (City) (State)

Company Contact _____ Job Openings: Yes ___ Number _____
(Last Name) (First) No ___ Near Future ___

Job Code _____ Hours Per Week _____ Part-time: Work Study ___ Other ___
(See Back) Full-time: Permanent ___ Summer ___
Temporary ___

Additional Information:

Advisory Committee ___ Resource Information ___ Materials ___ Field Trips ___

Class Presentations ___ Contacted by: _____
(Last Name) (Initial)

Comments: _____

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MCVE .03 - 9.80

WASHINGTON COUNTY VOCATIONAL EDUCATION
STUDENT PLACEMENT SERVICE

EMPLOYER FOLLOW-UP

To be completed by employers of vocational students/graduates. Date __/__/__

Name of Employer _____ Still employed? Yes ____ No ____

Name of Employee _____ If no, reason: Fired ___ Laid Off ___
Quit ____

Social Security Number _____ School _____

Is job related to employee's high school training? Yes _____ No _____

Was employee adequately trained for entry into job? Yes _____ No _____

Would you hire another person from same training program? Yes _____ No _____

Number of vocational students/graduates now employed?

1-5 ____ 6-15 ____ 16-50 ____ over 50 ____

Company Contact: _____ Contacted by: _____

Comments: _____

Shepherd, S. K. Final report: Vocational placement. Hagerstown, Md.: Board of Education of Washington County, 1981.

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Item Q

Six-Month Follow-Up System

Cover Letter

Date_____

Dear_____:

How well has your educational program prepared you for employment? This information is of major concern to people in the educational field.

Perhaps you recall that you were told about our follow-up program while you were still in school and were instructed on how to complete the survey questionnaire. The enclosed questionnaire is the same one that you completed at that time. The bottom part, which applies specifically to your employment situation, is the part you are now requested to complete. Please take a few minutes now to complete and return it to us in the enclosed postage-paid envelope.

The information you provide will be considered confidential and will be reviewed only by your former teachers and the school administrators involved in this survey. All reports will include statistics in the form of totals and percentages only.

Should you wish to see the results of this survey, they will be available in the school office.

If you have any questions about the follow-up questionnaire, please call me at your convenience.

Sincerely,

Enclosures

Item R

JOB PLACEMENT SIX-MONTH FOLLOW-UP PROCEDURES

JOB CANDIDATE _____ PHONE _____

ADDRESS _____
(City) (State) (Zip)

CLOSE RELATIVE OR SOMEONE
WHO CAN CONTACT YOU _____

ADDRESS _____
(City) (State) (Zip)

SCHOOL _____ Counselor or Contact _____
Phone _____

VOCATION _____ Male/Female _____ DATE _____

PLEASE COMPLETE WITHIN SIX-.. JNTHS OF BEING OUT OF SCHOOL

1. PLACEMENT STATUS
   Fully Employed.....FIRM NAME _____
   Employed (but Part-Time or not in Vocation)..... ADDRESS _____
   _____
   (State) (Zip)
   JOB _____ DESCRIPTION _____
   DATE HIRED _____ SUPERVISOR _____
   PHONE(WORK) _____ PHONE _____

   Full-Time Student at _____
   (School)
   Military Service
   Unemployed (Available for Work) Since _____
   (Date)
   Not Available for Work - Reason _____
   If Unemployed, have you worked since leaving school? _____
   How long? _____

2. HAS VOCATIONAL TRAINING HELPED YOU GET A JOB? _____
   HAS IT HELPED YOU GET THE JOB YOU WANT? YES___ NO___

3. IF EMPLOYED, (CHECK ONE)
   __ My Job is the vocation I trained in
   __ My Job is related to the vocation I trained in
   __ I am happy with the work I am doing
   __ I want to change my Job to _____
   __ Please continue to provide me with Placement Services

4. MY ADDRESS CHANGED TO: _____

5. COMMENTS _____
   _____

JOB PLACEMENT SIX-MONTH FOLLOW-UP (cont'd)

6. HOW DID YOU GET YOUR JOB?
   __ Job Placement Service
   __ Teacher
   __ School Counselor
   __ Friend
   __ On My Own
   __ Newspaper Ad
   __ State Employment Agency
   __ Employment Agency __Fee Paid by Company __ I Paid Fee

7. IF NOT EMPLOYED, WOULD YOU LIKE US TO HELP YOU FIND A JOB?
   YES___ NO ___

8. IF NOT WORKING IN VOCATION PLEASE TELL US WHY
   _____
   _____

9. HOW WOULD YOU RATE YOUR TRAINING IN YOUR VOCATIONAL PROGRAM
   __ Excellent
   __ Good
   __ Adequate (Fair)
   __ Poor

10. COMMENTS ABOUT YOUR PROGRAM AND YOUR SCHOOL HELP EVERYONE TO DO A BETTER JOB. PLEASE SHARE YOUR THOUGHTS WITH US.
    _____
    _____
    _____ _____

11. HANDWRITTEN QUESTIONS FROM COUNSELORS OR TEACHERS

12. _____

13. _____

14. _____
    _____

SIGNATURE _____ DATE _____

SCHOOL USE

COUNSELOR OR SCHOOL CONTACT _____ DATE _____

_____

A guidebook for placement specialists. Middlesex County Vocational and Technical High Schools, Middlesex, N.J.

Item S

APPENDIX P

Student Follow-Up

Instructions: Please respond to all questions and return form to:

Job Placement Director _____

High School _____

Address _____

I. PRESENT EMPLOYMENT STATUS

a. _____Full time (30 hours or more per week)
_____Part time (less than 30 hours per week)
_____Unemployed
_____Enrolled in another training or learning institution

b. Kind of Job (Mark only one)

_____Apprenticeship
_____Sales-Clerk and Cashier
_____Clerical-Office
_____Food Service and Restaurant
_____Technical
_____Managerial
_____Laborer
_____Mechanical
_____Homemaker
_____Armed Forces _____ Branch

c. Place of Employment

Company Name _____
Address _____
Street City State Zip Code

d. Job Description _____
Title _____

e. How did you get your job?
_____School Job Placement _____On my own _____Friend
_____State Employment Agency _____Relative _____Other (Specify)

f. How long have you been on your present job?
_____Less than 1 month _____3-4 months _____more than 6 months
_____1-2 months _____4-5 months
_____2-3 months _____5-6 months

g. Approximate weekly earnings
_____$0-$24 _____$75-$99 _____$150-over
_____$25-$49 _____$100-$124
_____$50-$74 _____$125-$149

II. TRAINING AND EDUCATION

a. Have you taken any further education/training since high school?
_____Yes _____No

b. If yes, what kind? _____

Wong, B. J. and Finch, J. K. Job placement handbook for vocational guidance counselors in Mississippi. Jackson, Miss.: Mississippi State Department of Education, 1978.

Item T

FOLLOW-UP SURVEY TO EMPLOYERS

Dear Employer:

Please check the appropriate boxes for:

_____ _____
Name Social Security Number

If he/she is still employed, please check below: (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

	1	2	3	4	5
Appearance					
Attitude					
Attendance					
Work Habits					
Performance					

If he/she is no longer employed by you, please check the section below:

_____Laid Off _____Quit _____Fired

If he/she was released, please check the boxes below that apply:

_____Poor Work Habits _____Poor Attitude

_____Irregular Attendance _____Undesirable Appearance

Please list any suggestions for improving our educational program so that our students will be better employees.

_____

_____

_____

_____

_____

_____

Guidelines for employment counseling and placement. Richmond, Va.: State Department of Education, 1976.

Item U

MONTHLY STATISTICAL REPORT

_____, Director

Month_____Year____

1. Number of students counseled for placement. . . . . .____
2. Number counseled and referred . . . . . .____
3. Number counseled and not referred . . . . . .____
4. Number of students placed . . . . . .____
5. Number of interviews conducted with employers. . . . . .____
6. Number of employer contacts . . . . . .____
7. Number of requests for employees. . . . . .____
8. Number of non-employer contacts . . . . . .____
9. Number of work permits issued. . . . . .____

Guidelines for employment counseling and placement. Richmond, Va.: State Department of Education, 1976.

Item V

Placement Needs Survey

As you begin to make decisions for your years following high school, Green Valley would like to help you get the information you might need to make these decisions. Please fill out the following questionnaire so that we might contact guest speakers, arrange field trips, and purchase materials in areas which will be of interest to you.

PART 1

1. I would like more information on job opportunities in the following occupations:

   First choice_____

   Second choice_____

   Third choice_____

2. I would like more information on training programs in the following areas:

   First choice_____

   Second choice_____

   Third choice_____

3. I would like more information about the following branch(es) of the military:

   _____

4. I would like more information about volunteer programs in the following areas:

   _____

5. I would like more information about the following colleges or universities:

   A._____

   B._____

   C._____

PART 2

Which of the following areas would you like to receive more training in?

Area	Yes	Maybe	Not really interested
Completing application blanks			
Finding job leads			
Interviewing			
Calling employers for an appointment			
Selecting a school or training program			
Completing the G.E.D. (high school equivalency)			
Writing resumes			
Living in the city			
Managing money			
Setting up a small business			
Getting along on a job			
Better study habits			
Employee rights			
Equal opportunity hiring practices			
Other:_____			

West Virginia placement program manual. Charleston, W. Va.: Bureau of Vocational, Technical and Adult Education, 1980

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